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ABSTRACT

The project discussed here was an outgrowth of a Title I, Elementary Seconoary Education Act cooperative project involving nine Arkansas school districts. Initiated during 1971-72 school year, the cooperative's first two years focused on developing and field testing procedures for conducting district wide assessment of needs, program planning, and program evaluation. During the 1973-74 school year, these procedures were applied. That year's results served as a basis for further development and refinement during 1974-75. The purpose of this report is to describe the project activities implemented during 1974-75 and to present the evaluation results. The project utilized the Continuous Assessment Reading Design (CARD), a criterion-referenced assessment instructional program. The assessment component is designed to measure the specific skill needs of pupils, who have demonstrated an ability to perform at instructional levels kindergarten through six in the reading materials or basal series currently in use in their school district. The tests provide teachers with immediate and specific information about the pupils' reading skill strengths and weaknesses. Since each test item is keyed to a performance objective, the items missed by a pupil yield a profile of skill needs in the form of performance objectives. (Author/JM)

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FINAL EVALUATION REPORT
OF THE
TITLE I, ESEA PILOT COOPERATIVE PROJECT

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DIVISION OF FEDERAL PROGRAMS
TITLE I, ESEA
ARKANSAS STATE DEPARTMENT OF EDUCATION

October, 1975

UD 015754

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I. INTRODUCTION

This project was an outgrowth of a Title I, ESEA cooperative project involving nine Arkansas school districts. The cooperative was initiated during the 1971-72 school year in response to the need for establishing accountability procedures in Title I, ESEA programs. During the first two years, the emphasis was focused on developing and field testing procedures for conducting districtwide assessment of needs, program planning, and program evaluation. At the end of the two-year period, the step-by-step procedures which had proven effective and practical were published by the Arkansas State Department of Education. This publication entitled, A Project Guide for Implementing an Accountability Management System (AMS) in Title I, ESEA and Other Programs, was disseminated to all districts in the state and has resulted in improved Title I projects and evaluation reports.

After accomplishing the established goal of developing and field testing program accountability procedures, the participating districts directed their efforts to the application of accountability procedures in Title I, ESEA reading programs. This effort was initiated during the 1973-74 school year. The results achieved during the 1973-74 school year served as a basis for further development and refinement during 1974-75. Those districts participating included Helena-West Helena, Brinkley, Delta Special, Fort Smith, Hope, Marianna, Monticello, Mountain Home, and Russellville.

The Helena-West Helena School District served as the administering agent for the cooperative. The districts were assisted by the staff of Educators Consulting Services, Inc., who had been involved in the cooperative project since its inception.

The purpose of this report is to describe the project activities implemented during 1974-75 and to present the evaluation results.

II. PROJECT PARTICIPANTS

A. Target Students

Each of the participating teachers selected one section of their Title I participating students who were being provided instruction in reading to serve as the target population. A summary of the number of minority and nonminority target students by grade is presented in Table I.

TABLE I

THE NUMBER OF MINORITY AND NONMINORITY STUDENTS PARTICIPATING IN THE 1974-75 TITLE I, ESEA COOPERATIVE READING PROJECT BY GRADE

GRADE	TOTAL NUMBER	NUMBER OF MINORITY	NUMBER OF NONMINORITY
1	149	107	42
2	128	80	48
3	160	66	94
4	130	102	28
5	74	44	30
6	41	23	18
TOTAL	682	422	260

These participating Title I students were those who had demonstrated deficiencies in reading achievement as measured by standardized reading achievement tests. The most common criterion applied

by the nine districts in selecting the students was that their deficit in reading was one or more grade level equivalent scores below grade placement. In some of the districts, recommendations by their previous teacher were also used as a second criterion for selection.

B. Teachers

Each of the nine participating districts selected teachers to participate in the 1974-75 project. The number of teachers by district was as follows:

District	No. of Teachers
Helena-West Helena	12
Brinkley	4
Delta Special	2
Fort Smith	5
Hope	4
Marianna	10
Monticello	3
Mountain Home	2
Russellville	4
TOTAL	46

These teachers were provided training in implementing the diagnostic reading procedures within their target classrooms. They administered criterion-referenced reading tests and recorded all evaluative data specified in the evaluation design. Some of the teachers were assisted by aides, while others were not.

C. Superintendents and Coordinators of Federal Programs

The superintendents and/or coordinators of Title I, ESEA Programs in each district served as the cooperative board. They provided assistance in implementing the program within their respective districts and maintained communication with the administering district and the State Department of Education.

D. Principals and Instructional Supervisors

The principals of the schools where target classes were located and the district's supervisors provided supportive assistance to the project activities. They attended training sessions, helped monitor the target classrooms, conducted the group meetings within their districts, and gave assistance to teachers as needs were identified.

E. State Department of Education Staff

The coordinator of Title I, ESEA and his supervisory staff assisted in the development and implementation of the project activities. Their activities included assisting the cooperative board with the management of the project, attended the training sessions, conducted on-site visits to the participating districts, and maintained contact with USOE to communicate the progress of the project activities.

F. Outside Consultants

The staff of Educators Consulting Services, Inc., of Conway, Arkansas, provided support in the development of the reading design, conducted the staff development activities, provided criterion test and training materials, conducted on-site monitoring visits to each project classroom, analyzed all evaluative data, and completed this evaluation report.

III. PROJECT OBJECTIVES

A. Objective One

By May 30, 1975, eighty percent of the target students will demonstrate achievement gains in reading as indicated by the following:

. An equivalent to one grade level in the basal reading series as measured by pre- and post-administration of the following measures:

vocabulary gains made in basal series and pre/post-gains made on the Criterion-Referenced Reading Test.

- One month's mean gain for each month of participation as measured by pre/post-standardized achievement tests.

B. Objective Two

By May 30, 1975, the participating LEA's, with the assistance of the consultants, will have demonstrated effective ongoing program evaluation by applying the AMS model. Evidence that this objective has been achieved will include:

- The number and percentage of the target students placed and maintained at their proper instructional level.
- The degree of accuracy which each teacher systematically records each target student's reading errors and implements appropriate instructional activities.
- Completed pupil record sheets, pupil contracts, and individual records of progress maintained by the teachers and verified by the supervisors, principals, and consultants.

C. Objective Three

At the end of each month, the supervisors and principals will have demonstrated effective supervision and monitoring procedures in the Title I, ESEA AMS project by:

- Conducting a minimum of one classroom visit per month to each target classroom and recording the degree of accuracy of placing each target student at his proper instructional level and recording, systematically, the reading errors generated by the target students.

. Conducting a minimum of one group meeting per month with the participating teachers to identify and discuss problems being encountered and alternative procedures to be employed.

Evidence that this objective is being satisfactorily achieved will be completed monitoring reports submitted to the project consultants who will provide written recommendations for any problems presented.

D. Objective Four

By May 30, 1975, ninety percent of the forty-six elementary reading teachers who participate in the AMS Title I, ESEA cooperative project will have applied the AMS model to a reading program involving fifteen to thirty target students. Evidence that this objective has been accomplished will be indicated by eighty percent level of accuracy in:

. Placing each target student at his proper instructional level.

. Recording, systematically, the reading errors.

. Matching the errors generated with the appropriate performance objectives.

. Completing weekly pupil contracts.

. Performing continuous diagnosis.

E. Objective Five

After participating in the AMS Title I, ESEA cooperative project, the forty-six elementary teachers and their immediate supervisors will respond positively to the AMS model being applied in the classroom as measured by a semantic differential instrument constructed by the project consultants. The expected level of positive response will be a mean of at least 3.5 on a five-point scale.

IV. DESCRIPTION OF DESIGN

The Continuous Assessment Reading Design (CARD), previously referred to as the AMS Reading Design, is a criterion-referenced assessment instructional program. The assessment component is designed to measure the specific skill needs of pupils who have demonstrated an ability to perform at instructional levels kindergarten through six in the reading materials or basal series currently in use in their school district. The tests will provide classroom teachers with immediate and specific information about the pupils' reading skill strengths and weaknesses. Since each test item is keyed to a performance objective, the items missed by a pupil will yield a profile of skill needs in the form of performance objectives. These objectives will guide the teacher's instruction as the pupil progresses through the reading materials.

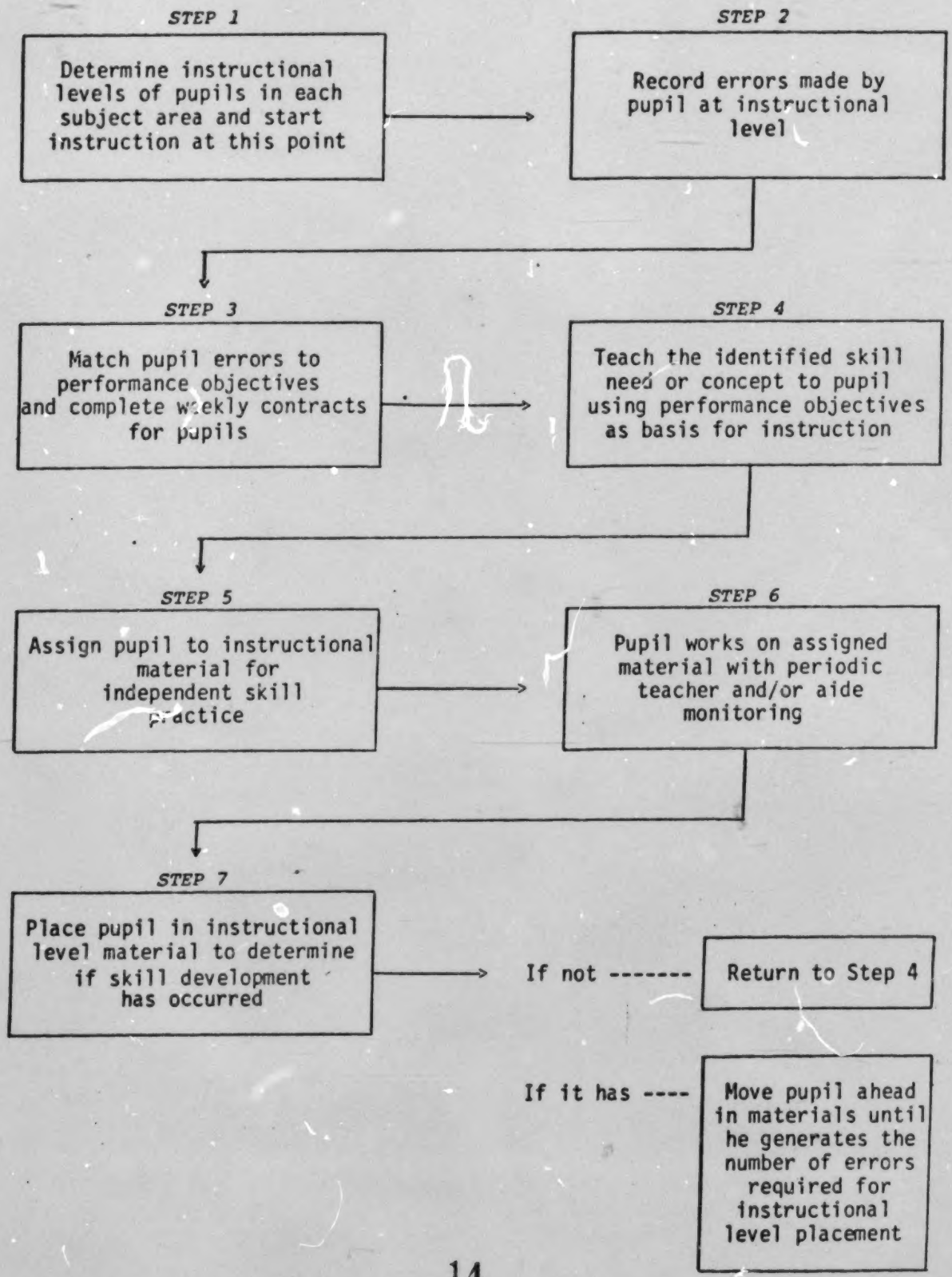
The CARD assessment program is based on the concept of INSTRUCTIONAL LEVEL. Instructional levels take into consideration the three major areas of reading behavior that are amenable to measurement: word recognition, comprehension, and fluency. Most classroom teachers are familiar with the concept of instructional level. Defined in operational terms, instructional level means the level at which a pupil demonstrates 92 to 96 percent word recognition mastery, at least 60 percent mastery in comprehension, and fluency which meets the minimum rate for the particular level.

The purpose of the Continuous Assessment Reading Design (CARD) is to provide teachers with a continuous assessment of pupils' reading skill strengths and deficiencies. This type of assessment generates diagnostic information needed by teachers on a routine basis. Unlike other typical assessment measures that are administered on a once-or-twice-a-year basis, CARD is administered any time a pupil progresses from one instructional

level to another, or whenever the teacher deems it necessary. The CARD program is an integral part of the total instructional program.

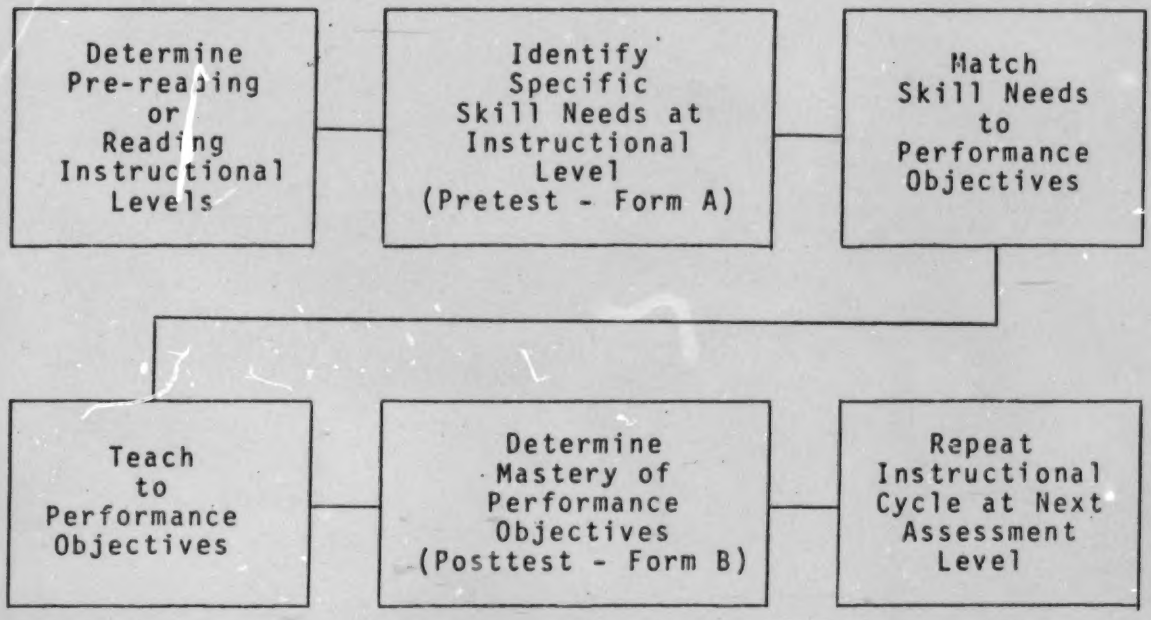
In the development of the CARD assessment program, it was considered to be of utmost importance to match the assessment design to a coherent instructional design. Illustrated in Figure 1 is the CARD instructional design.

FIGURE 1
CARD INSTRUCTIONAL DESIGN


STEP 1
Determine instructional levels of pupils in each subject area and start instruction at this point
STEP 2
Record errors made by pupil at instructional level
STEP 3
Match pupil errors to performance objectives and complete weekly contracts for pupils
STEP 4
Teach the identified skill need or concept to pupil using performance objectives as basis for instruction
STEP 5
Assign pupil to instructional material for independent skill practice
STEP 6
Pupil works on assigned material with periodic teacher and/or aide monitoring
STEP 7
Place pupil in instructional level material to determine if skill development has occurred
If not -------
Return to Step 4
If it has ----
Move pupil ahead in materials until he generates the number of errors required for instructional level placement

Using the instructional design illustrated in Figure 1 as a model, an assessment design was formulated. This assessment design, illustrated in Figure 2, reflects the similarities between the two.

FIGURE 2
CARD ASSESSMENT DESIGN


Determine Pre-reading or Reading Instructional Levels
Identify Specific Skill Needs at Instructional Level (Pretest - Form A)
Match Skill Needs to Performance Objectives
Teach to Performance Objectives
Determine Mastery of Performance Objectives (Posttest - Form B)
Repeat Instructional Cycle at Next Assessment Level

In blending the assessment and instructional designs together, common elements of classroom management emerge. The common elements are as follows:

1. Diagnosis and placement of pupils at their proper instructional levels.
2. Matching pupil skill deficiencies to performance objectives as weekly pupil contracts are completed.
3. Conducting direct teaching activities with pupils having common skill deficiencies.
4. Assigning pupils to instructional material for independent skill practice.
5. Determining pupils' skill mastery of performance objectives by performing a continuous diagnosis.

6. Repeating instructional cycle at next assessment level.

These six steps implemented by teachers on a systematic basis are the essential ingredients of the Continuous Assessment Reading Design (CARD).

V. PROCEDURES EMPLOYED

A. Activity One -- Staff Development Activities

Six days of staff development activities were conducted for the participating teachers, principals, and supervisors. These sessions were held in Little Rock on the following dates: September 19, 20, 1974; November 19, 20, 1974; February 26, 27, 1975.

The training topics included in the sessions were:

- Overview of elementary reading instruction.
- Placement of pupils at the proper level of instruction.
- Practicum in determining instructional levels and recording pupil errors (this involves working with pupils to increase the teacher's proficiency).
- Identifying and developing instructional materials and exercises coded to the specific support systems.
- Conducting direct teaching activities with pupils having common skill deficiencies.
- Assigning pupils to instructional material for independent skill practice.
- Determining pupils' skill mastery of performance objectives by performing a continuous diagnosis.
- Repeating the instructional cycle at the next assessment level.
- Overview of CARD tests.
- How to administer the CARD tests.
- Administering the CARD tests to pupils as a practicum exercise.
- Procedures for sending test data from the classroom to the consultants.
- Storing and retrieving CARD test information.

- Plan for implementing the CARD assessment design at each local school district level.
- A review of diagnosis and placement.
- Matching pupil skill deficiencies to performance objectives.
- Constructing weekly pupil contracts as a guide to working on skill deficiencies.

These steps implemented by teachers on a systematic basis are the essential ingredients of the Continuous Assessment Reading Design (CARD). After each training session was completed, ongoing classroom monitoring and informal local training sessions were continued to assist the teachers in the continuous development of their skills as the design was implemented.

B. Activity Two -- Selection of Target Students

Each of the teachers selected one target class of Title I, ESEA students scheduled to be provided reading instruction. This target class served as the focal point for implementing and evaluating the reading design. In most instances, the teachers applied the design to other groups; however, the project monitoring and evaluation was limited to these students.

C. Activity Three -- Evaluation Design Completed

The consultants completed an evaluation design to be applied in determining the level of effectiveness of the implemented design. (See copy, Attachment A.)

D. Activity Four -- Monitoring by Consultants and State Department of Education, Title I, ESEA, Supervisors

The Title I supervisors conducted a minimum of one on-site visit to each participating district during the school year. The consultants made two on-site visits to each teacher's classroom to assist in

monitoring the progress of the project and to help with problems being encountered. Monitoring reports were completed by the consultants and distributed to the coordinators and/or superintendents, the administering district, and the State Department of Education.

E. Activity Five -- Monitoring and Supportive Assistance by Local Supervisors and Principals

The local instructional supervisors in those districts having such persons and the principals of the schools where the target groups were located served a key role in monitoring the progress of the program and assisting each teacher in mastering the skills necessary to implement the design. The level of assistance varied from one district to another in direct proportion to the supervisors' and principals' involvement in the training activities. These persons conducted classroom visits and group sessions and helped collect and develop instructional materials to be coded for the support system. (See list of skills included in the support system, Attachment B.)

F. Activity Six -- Collection of Evaluation Data

Each district collected evaluative data for both process and product evaluation in accordance with the evaluation design. The consultants provided data forms and instruction during the training sessions and on-site visits. (See copies of data forms, Attachment C.)

G. Activity Seven -- Analysis of Evaluative Data and Completion of End-of-Year Report

The consultants tabulated and analyzed all evaluative data and included it in this evaluation report.

VI. EVALUATION RESULTS

A. Objective One

By May 30, 1975, eighty percent of the target students will demonstrate achievement gains in reading as indicated by the following:

1. An equivalent to one grade level in the basal reading series as measured by pre- and post-administration of the following measures:
   - vocabulary gains made in basal series, and
   - pre/post-gains made on the Criterion-Referenced Reading Test.
2. One month's mean gain for each month of participation as measured by pre/post-standardized achievement tests.

Since the Criterion-Referenced Reading Test used in this program is administered at the student's instructional level, the extent that part one of this objective was achieved was determined by analyzing the pre/post-gains on the Criterion Test.

The objective stated that eighty percent of the target students would demonstrate achievement gains equivalent to one grade level in the basal reading series as measured by the Continuous Assessment Reading Design (CARD). The CARD tests are designed to measure the specific skill needs of pupils who have demonstrated an ability to perform at instructional levels kindergarten through six in the reading materials or basal series currently in use in their school district. The tests provide the teacher with immediate and specific information about pupils' reading skill strengths and weaknesses. Since each test is keyed to a performance objective, the items missed by a pupil will yield a profile of skill needs in the form of performance objectives.

The CARD assessment program (unlike other criterion-referenced measures) is based on the concept of INSTRUCTIONAL LEVEL. Instructional levels take into consideration the three major areas of reading behavior that are amenable to measurement: word recognition,

comprehension, and fluency. Most classroom teachers are familiar with the concept of instructional level. Defined in operational terms, instructional level means the level at which a pupil demonstrates 92 to 96 percent word recognition mastery, at least 60 percent mastery in comprehension, and fluency which meets the minimum rate for the particular level.

In the Title I pilot reading program, 505 students were administered the CARD pretests in September and October of 1974. In April and May of 1975, 463 students were posttested. The number of students by grade level taking each test is presented in Table II.

TABLE II

LEVELS OF THE PRE- AND POSTTESTS ADMINISTERED TO STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM

GRADE LEVEL	NUMBER OF STUDENTS TAKING PRETEST	PRETESTS ADMINISTERED AND NUMBER OF STUDENTS TAKING EACH TEST						NUMBER OF STUDENTS TAKING POSTTEST	POSTTESTS ADMINISTERED AND NUMBER OF STUDENTS TAKING EACH TEST					
		1A	1B	2	3	4	5		1A	1B	2	3	4	5
One	83	83						84	22	58	4			
Two	125	102	21	2				123	13	64	42	4		
Three	141	41	55	27	18			128	10	18	16	60	24	
Four	108	15	40	42	11			96	2	32	26	24	12	
Five	48	2	9	17	20			32	0	0	2	0	30	
TOTALS	505	243	125	88	49			463	47	172	90	88	66	

Note: Test 1A corresponds to instructional levels PP^1, PP^2, PP^3; 1B corresponds to levels 1^1 and 1^2, etc.

At grade one, 83 students were reading instructionally at PP^1, PP^2, or PP^3 when the pretest was administered in September and October of 1974. In April and May of 1975, 84 students were post-tested; 22 were reading instructionally at PP^1, PP^2, or PP^3, 58 were reading instructionally at level 1^1 and 1^2, and 4 students were reading instructionally at level 2^1 and 2^2. Seventy-four of the first grade students met or exceeded the stated objective.

A total of 125 second grade students was pretested. Of the 125 students pretested, 102 (82%) were reading instructionally at PP^1, PP^2, or PP^3; these pupils were reading approximately one grade level below actual grade placement. Twenty-one (17%) were reading at level 1^1, and two (2%) were reading at level 2^1. When the posttests were administered to 123 students in April and May of 1975, 13 (11%) second graders were reading at PP^1, PP^2, or PP^3; 64 (52%) were reading at level 1^2; 42 (34%) were reading at level 2^2; and 4 (3%) were reading at level 3^1. Eighty-nine percent of the second graders met or exceeded the objective.

A total of 141 third grade students was pretested. Of the 141 students pretested, 41 (29%) were reading instructionally at PP^1, PP^2, or PP^3; 55 (39%) were reading at level 1^1; 27 (19%) were reading at level 2^1; and 18 (13%) were reading at level 3^1. When the posttests were administered to 128 third graders, 10 (8%) were reading at levels PP^1, PP^2, or PP^3; 18 (14%) were reading at level 1^2; 16 (13%) were reading at level 2^2; 60 (47%) were reading at level 3^2; and 24 (18%) were reading at level 4^1. The precise number of students meeting or exceeding the objective could not be determined. However, when the pretest was administered, 90% of the third grade students were

reading one or more grade levels below actual grade placement; when the posttest was administered, 65% of the third grade students were reading at or above actual grade placement. Based on the fact that these students made significant gains during the school year so that 65% of them were reading above grade level, compared to only 10% at the beginning of the school year, it is concluded that the objective was achieved.

A total of 108 fourth grade students was pretested. Of that total, 15 (14%) were reading at levels PP^1, PP^2, or PP^3; 40 (37%) were reading at level 1^1; 42 (39%) were reading at level 2^1; and 11 (10%) were reading at level 3^1. When the posttests were administered to 96 fourth graders, 2 (2%) were reading at levels PP^1, PP^2, or PP^3; 32 (33%) were reading at level 1^2; 26 (27%) were reading at level 2^2; 24 (25%) were reading at level 3^2; and 12 (13%) were reading at level 4^2. Seventy-three (76%) of the fourth grade students met or exceeded the objectives.

A total of 48 fifth grade students was pretested using the CARD tests. Of the 48, 2 (4%) were reading at PP^1, PP^2, or PP^3; 9 (19%) were reading at level 1^1; 17 (35%) were reading at level 2^1; and 20 (42%) were reading at level 3^1. All students pretested were achieving at least two grade levels below actual placement. Twenty-eight, or nearly 60%, of these students were achieving three or more grade levels below actual placement. When the posttests were administered to 32 fifth graders, 2 (6%) were reading at level 2^2; and 30 (94%) were reading at level 4^1. Though the sample size was small, the improvement in achievement was quite significant. The objective was achieved for fifth grade students.

It is interesting to note that of the 505 students in grades one through five that were pretested, 243, or 48%, were reading instructionally at PP^1, PP^2, or PP^3; 125 (25%) were reading instructionally at levels 1^1 and 1^2; 88 (17%) were reading at levels 2^1 or 2^2; and 49 (10%) were reading at levels 3^1 or 3^2. Based on this data, the estimated mean grade equivalent achievement score would be 1.0 for all students at the beginning of the program (October, 1974).

At the end of the Title I Pilot Reading Program (May, 1975), 463 students enrolled in grades one through five were posttested using the CARD criterion reading tests; 47 (10%) were reading instructionally at PP^1, PP^2, and PP^3; 172 (37%) were reading instructionally at level 1^2; 90 (19%) were reading instructionally at level 2^2; 88 (19%) were reading instructionally at level 3^2; and 66 (14%) were reading instructionally at level 4^1. The estimated mean grade equivalent score for all students at the end of the program is 2.8. This is an overall gross gain of 1.8 grade equivalent score from the pretest to the posttest.

The yearly progress of students enrolled in the CARD instructional program was determined by measuring their specific reading skill deficiencies on a continuous basis throughout the 1974-75 school year.* The results are presented for each grade level in Tables III, IV, V, VI, and VII.

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* A list of skill elements measured for each instructional level is presented in Attachment D.

TABLE III

YEARLY PROGRESS OF FIRST GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

DENTS KING LEVEL	THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES LISTED UNDER EACH SKILL ELEMENT MEASURED																												
%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
					✓					✓	✓	✓	✓	✓	✓	✓			✓	✓		✓								
100	18	17	14	4	44	30	23	12	37	54	41	46	56	61	58	41	23	37	50	42	32	42	29	21						
										✓		✓	✓	✓	✓	✓			✓	✓		✓								
26	0	1	1	2	5	0	6	0	3	10	1	15	18	20	13	12	1	1	15	15	1	15	1	1						
							✓													✓							✓	✓		
70	0	0	3	9	10	12	27	18	18	0	15	11	6	3	1	0	8	11	5	21	1	6	1	1	12	15	42	35		
							✓	✓			✓	✓		✓						✓				✓		✓				✓
4							2	2			2	3		2						2				2		2				2

ies are checked (✓).

TABLE III

YEARLY PROGRESS OF FIRST GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

NUMBER STUDENTS TESTED	TEST LEVEL	STUDENTS TAKING EACH LEVEL		THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES IN EACH SKILL ELEMENT MEASURED																				
		N	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
PRETEST																								
83	1A (PP^1, PP^2, PP^3)	83	100	18	17	14	4	✓ 44	30	23	12	37	✓ 54	✓ 41	✓ 46	✓ 56	✓ 61	✓ 58	✓ 41	23	37	✓ 50	✓ 42	3
POSTTEST																								
84	1A (PP^1, PP^2, PP^3)	22	26	0	1	1	2	5	0	6	0	3	✓ 10	1	✓ 15	✓ 18	✓ 20	✓ 13	✓ 12	1	1	✓ 15	✓ 15	
	1B (1^1, 1^2)	58	70	0	0	3	9	10	12	✓ 27	18	18	0	15	11	6	3	1	0	8	11	5	✓ 21	
	2 (2^1, 2^2)	4	4							✓ 2	✓ 2			✓ 2	✓ 3		✓ 2						✓ 2	

Note: Major skill deficiencies are checked (✓).

TABLE IV

YEARLY PROGRESS OF SECOND GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

ENTS ING LEVEL	THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES LISTED UNDER EACH SKILL ELEMENT MEASURED																													
%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
82	2	8	5	2	5	10	14	3	✓ 41	✓ 41	13	30	✓ 42	✓ 55	21	9	5	17	32	12	✓ 41	33	6	2						
17	3	0	4	✓ 9	8	7	✓ 9	✓ 10	8	2	✓ 10	1	2	3	3	0	4	4	1	8	1	2	0	1	✓ 9	6	✓ 18	8		
2	0	1	0	1	1	0	✓ 2	1	1	0	0	✓ 2	0	1	0	0	0	0	0	0	0	0	0	✓ 1	✓ 1	0	✓ 1	✓ 1		
11					5	0	3	1	5	✓ 11	0	✓ 8	✓ 6	✓ 9	5	1	0	0	1	1	3	1								
52				9	17	17	15	14	15	8	✓ 29	12	9	11	3	0	9	5	1	✓ 22	6	5	5	0	15	15	✓ 45	✓ 22		
34		8	3	6	12	0	6	3	3	1	6	✓ 15	11	9	1	3	1	3	0	11	5	3	3	6	✓ 14	3	12	3	✓ 22	✓ 22
3		1	1					1						✓ 1						✓ 1			✓ 4	✓ 1		✓ 1	✓ 1	✓ 3	✓ 1	

s are checked (✓).

TABLE IV

YEARLY PROGRESS OF SECOND GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGR
AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

NUMBER STUDENTS TESTED	TEST LEVEL	STUDENTS TAKING EACH LEVEL		THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIE SKILL ELEMENT MEASURED																		
		N	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
PRETEST																							
125	1A (PP^1, PP^2, PP^3)	102	82	2	8	5	2	5	10	14	3	✓ 41	✓ 41	13	30	✓ 42	✓ 55	21	9	5	17	32	12
	1B (1^1, 1^2)	21	17	3	0	4	✓ 9	8	7	✓ 9	✓ 10	8	2	✓ 10	1	2	3	3	0	4	4	1	8
	2 (2^1, 2^2)	2	2	0	1	0	1	1	0	✓ 2	1	1	0	0	✓ 2	0	1	0	0	0	0	0	0
POSTTEST																							
123	1A (PP^1, PP^2, PP^3)	13	11					5	0	3	1	5	✓ 11	0	✓ 8	✓ 6	✓ 9	5	1	0	0	1	1
	1B (1^1, 1^2)	64	52				9	17	17	15	14	15	8	✓ 29	12	9	11	3	0	9	5	1	✓ 22
	2 (2^1, 2^2)	42	34		8	3	6	12	0	6	3	3	1	6	✓ 15	11	9	1	3	1	3	0	11
	3 (3^1, 3^2)	4	3		1	1					1						✓ 1						✓ 1

Note: Major skill deficiencies are checked (✓).

TABLE V

YEARLY PROGRESS OF THIRD GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

DENTS KING LEVEL	THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES LISTED UNDER EACH SKILL ELEMENT MEASURED																													
%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
					✓							✓	✓	✓					✓		✓	✓								
29	4	2	3	3	16	11	13	2	13	11	6	19	16	22	7	9	9	8	16	10	17	26	5	7						
					✓		✓				✓									✓							✓	✓		
39	11	2	7	12	20	17	20	14	10	5	20	9	8	2	0	0	13	10	9	21	3	5	4	4	18	10	29	23		
					✓			✓																	✓	✓		✓	✓	✓	
19	0	4	5	3	11	3	3	12	5	1	1	8	3	5	2	1	3	0	1	5	5	2	5	10	11	4	11	10	11	8
														✓									✓							✓
13	2	1	1	2	2	1	0	1	0	2	0	0	1	9	0	0	0	1	1	1	1	1	7	3	0	2	3	1	2	6
														✓							✓									
8	0	0	0	0	2	0	2	0	2	2	0	2	2	6	0	2	2	0	0	0	4	2	0	2						
						✓	✓				✓								✓			✓				✓	✓	✓		
14	0	0	0	4	2	6	8	2	4	0	6	4	2	2	2	0	2	2	6	4	2	6	4	2	4	6	6	14		
					✓		✓					✓		✓										✓	✓				✓	
13	0	4	0	2	10	0	6	0	0	4	0	10	4	6	2	2	4	2	0	4	0	4	2	6	6	4	2	4	6	4
		✓	✓											✓									✓	✓	✓		✓	✓		
47	2	14	14	2	6	2	0	6	4	0	0	4	2	20	2	2	2	0	0	0	6	0	36	30	28	6	22	18	14	14
		✓							✓				✓			✓		✓		✓			✓						
18	0	8	0	0	0	0	0	0	16	2	4	0	8	4	4	12	2	12	2	10	6	6	8	2	6					

cies are checked (✓).

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TABLE V

YEARLY PROGRESS OF THIRD GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

NUMBER STUDENTS TESTED	TEST LEVEL	STUDENTS TAKING EACH LEVEL		THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES SKILL ELEMENT MEASURED																				
		N	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	2
PRETEST																								
141	1A (PP^1, PP^2, PP^3)	41	29	4	2	3	3	✓ 16	11	13	2	13	11	6	✓ 19	✓ 16	✓ 22	7	9	9	8	✓ 16	10	1
	1B (1^1, 1^2)	55	39	11	2	7	12	✓ 20	17	✓ 20	14	10	5	✓ 20	9	8	2	0	0	13	10	9	✓ 21	3
	2 (2^1, 2^2)	27	19	0	4	5	3	✓ 11	3	3	✓ 12	5	1	1	8	3	5	2	1	3	0	1	5	5
	3 (3^1, 3^2)	18	13	2	1	1	2	2	1	0	1	0	2	0	0	1	✓ 9	0	0	0	1	1	1	1
POSTTEST																								
128	1A (PP^1, PP^2, PP^3)	10	8	0	0	0	0	2	0	2	0	2	2	0	2	2	✓ 6	0	2	2	0	0	0	4
	1B (1^1, 1^2)	18	14	0	0	0	4	2	✓ 6	✓ 8	2	4	0	✓ 6	4	2	2	2	0	2	2	✓ 6	4	2
	2 (2^1, 2^2)	16	13	0	4	0	2	✓ 10	0	✓ 6	0	0	4	0	✓ 10	4	✓ 6	2	2	4	2	0	4	6
	3 (3^1, 3^2)	60	47	2	✓ 14	✓ 14	2	6	2	0	6	4	0	0	4	2	✓ 20	2	2	2	0	0	0	6
	4 (4^1, 4^2)	24	18	0	✓ 8	0	0	0	0	0	0	✓ 16	2	4	0	✓ 8	4	4	✓ 12	2	✓ 12	2	✓ 10	6

Note: Major skill deficiencies are checked (✓).

TABLE VI

YEARLY PROGRESS OF FOURTH GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

ENTS ING LEVEL	THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES LISTED UNDER EACH SKILL ELEMENT MEASURED																													
%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
14	2	1	0	2	4	2	2	0	✓ 9	✓ 8	2	✓ 5	4	✓ 7	✓ 6	2	0	2	2	✓ 6	✓ 8	4	0	0						
37	5	1	10	✓ 20	✓ 19	✓ 17	12	✓ 14	8	5	✓ 19	7	6	3	0	0	5	7	3	✓ 15	4	4	3	4	✓ 19	5	✓ 29	✓ 16		
39	7	8	4	11	✓ 21	8	✓ 21	✓ 15	9	3	✓ 14	✓ 15	13	6	2	0	5	3	2	10	8	6	9	✓ 23	✓ 14	9	✓ 15	✓ 14	✓ 26	9
10	2	2	✓ 5	2	2	0	0	1	0	0	1	0	2	3	3	2	0	0	0	0	1	1	2	✓ 5	0	3	✓ 6	3	3	✓ 6
2	0	0	0	0	0	0	0	0	✓ 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
33	0	0	4	6	6	6	8	8	4	✓ 10	✓ 10	8	4	0	0	0	0	0	4	✓ 8	2	2	2	2	✓ 22	✓ 12	✓ 14	✓ 16		
27	0	4	2	0	✓ 14	6	✓ 8	6	0	0	6	6	2	4	2	2	4	0	2	✓ 10	4	6	2	6	4	2	6	✓ 14	✓ 20	6
25	6	6	✓ 8	4	4	0	0	2	0	2	4	0	2	✓ 12	0	2	2	2	2	4	✓ 8	0	✓ 10	✓ 8	✓ 10	6	✓ 8	6	6	✓ 16
13	2	0	4	0	0	2	0	0	2	✓ 6	2	0	2	4	0	✓ 8	4	4	2	✓ 10	0	4	✓ 8	0	2					

s are checked (✓).

TABLE VI

YEARLY PROGRESS OF FOURTH GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PRO
AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

NUMBER STUDENTS TESTED	TEST LEVEL	STUDENTS TAKING EACH LEVEL		THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENC SKILL ELEMENT MEASURED																			
		N	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	2
PRETEST																							
108	1A (PP^1, PP^2, PP^3)	15	14	2	1	0	2	4	2	2	0	✓ 9	✓ 8	2	✓ 5	4	✓ 7	✓ 6	2	0	2	2	
	1B (1^1, 1^2)	40	37	5	1	10	✓ 20	✓ 19	✓ 17	12	✓ 14	8	5	✓ 19	7	6	3	0	0	5	7	3	
	2 (2^1, 2^2)	42	39	7	8	4	11	✓ 21	8	✓ 21	✓ 15	9	3	✓ 14	✓ 15	13	6	2	0	5	3	2	
	3 (3^1, 3^2)	11	10	2	2	✓ 5	2	2	0	0	1	0	0	1	0	2	3	3	2	0	0	0	
POSTTEST																							
96	1A (PP^1, PP^2, PP^3)	2	2	0	0	0	0	0	0	0	0	✓ 2	0	0	0	0	0	0	0	0	0	0	
	1B (1^1, 1^2)	32	33	0	0	4	6	6	6	8	8	4	✓ 10	✓ 10	8	4	0	0	0	0	0	4	
	2 (2^1, 2^2)	26	27	0	4	2	0	✓ 14	6	✓ 8	6	0	0	6	6	2	4	2	2	4	0	2	
	3 (3^1, 3^2)	24	25	6	6	✓ 8	4	4	0	0	2	0	2	4	0	2	✓ 12	0	2	2	2	2	
	4 (4^1, 4^2)	12	13	2	0	4	0	0	2	0	0	2	✓ 6	2	0	2	4	0	✓ 8	4	4	2	

Note: Major skill deficiencies are checked (✓).

TABLE VII

YEARLY PROGRESS OF FIFTH GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PROGRAM AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

DENTS KING LEVEL	THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENCIES LISTED UNDER EACH SKILL ELEMENT MEASURED																													
%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
4	0	0	0	0	0	0	0	0	✓ 1	✓ 2	✓ 1	0	✓ 1	✓ 1	0	0	0	0	0	0	0	✓ 1	0	0						
19	1	1	2	1	✓ 5	2	2	✓ 6	3	0	3	1	0	0	1	1	0	0	1	✓ 5	2	1	0	0	✓ 5	3	✓ 6	✓ 4		
35	0	1	2	3	✓ 8	0	4	✓ 14	1	2	2	2	✓ 6	3	2	3	2	0	0	2	1	0	1	✓ 10	✓ 7	1	0	1	✓ 10	3
42	2	✓ 14	✓ 12	13	3	0	4	2	0	3	1	0	1	5	0	1	0	0	0	0	0	0	✓ 9	✓ 11	5	4	5	4	2	✓ 12
6	0	0	0	0	0	0	✓ 1	0	0	0	0	0.	✓ 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
94	0	2	2	0	0	2	0	0	✓ 14	✓ 18	8	2	6	4	4	✓ 16	8	✓ 18	✓ 14	✓ 20	✓ 10	✓ 10	✓ 20	2	8					

are checked (✓).

TABLE VII

YEARLY PROGRESS OF FIFTH GRADE STUDENTS ENROLLED IN THE TITLE I PILOT READING PRO
AS MEASURED BY THE CONTINUOUS ASSESSMENT READING DESIGN (CARD)

NUMBER STUDENTS TESTED	TEST LEVEL	STUDENTS TAKING EACH LEVEL		THE NUMBER OF STUDENTS HAVING SPECIFIC SKILL DEFICIENC SKILL ELEMENT MEASURED																		
		N	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	2
PRETEST																							
48	1A (PP^1, PP^2, PP^3)	2	4	0	0	0	0	0	0	0	0	✓ 1	✓ 2	✓ 1	0	✓ 1	✓ 1	0	0	0	0	0	0
	1B (1^1, 1^2)	9	19	1	1	2	1	✓ 5	2	2	✓ 6	3	0	3	1	0	0	1	1	0	0	1	✓ 5
	2 (2^1, 2^2)	17	35	0	1	2	3	✓ 8	0	4	✓ 14	1	2	2	2	✓ 6	3	2	3	2	0	0	2
	3 (3^1, 3^2)	20	42	2	✓ 14	✓ 12	13	3	0	4	2	0	3	1	0	1	5	0	1	0	0	0	0
POSTTEST																							
32	2 (2^1, 2^2)	2	6	0	0	0	0	0	0	✓ 1	0	0	0	0	0	✓ 1	0	0	0	0	0	0	0
	4 (4^1, 4^2)	30	94	0	2	2	0	0	2	0	0	✓ 14	✓ 18	8	2	6	4	4	✓ 16	8	✓ 18	✓ 14	✓ 20

Note: Major skill deficiencies are checked (✓).

The following is a summary of CARD Test results by grade level.

GRADE ONE

Pretest

Eighty-three (83) students were pretested with CARD Test 1A. Level 1A corresponds to instructional levels PP^1, PP^2, and PP^3.

Major Skill Deficiencies: CARD 1A

Items	Skill	Items Missed N	Items Missed %
5	Phonic Application (Initial Consonant Substitution)	44	53
10	Structural Analysis (Inflected Endings)	54	66
11	Structural Analysis (Contractions)	41	71
12	Structural Analysis (Contractions)	46	55
13	Context Analysis	56	68
14	Context Analysis	61	73
15	Context Analysis	58	69
16	Context Analysis	41	49
19	Context Analysis	50	60
20	Context Analysis	42	50
22	Remembering	42	50

Posttest

Twenty-two (22) students were posttested with CARD Test 1A (PP^1, PP^2, PP^3).

Major Skill Deficiencies: CARD 1A

Items	Skill	Items Missed N	Items Missed %
10	Structural Analysis (Inflected Endings)	10	45
12	Structural Analysis (Contractions)	15	68
13	Context Analysis	18	82
14	Context Analysis	20	90
15	Context Analysis	13	59
16	Context Analysis	12	55
19	Context Analysis	15	68
20	Context Analysis	15	68
22	Remembering	15	68

Twenty-two (26%) of the first grade students did not meet the stated objective of one year's grade equivalent achievement gain. These students

were reading instructionally at PP^1, PP^2, and PP^3 when the pretest was administered; and they were also reading at those levels when the post-tests were administered.

Fifty-eight (58) first grade students (70%) were posttested with CARD Test 1B. Level 1B corresponds to instructional levels 1^1 and 1^2.

Major Skill Deficiencies: CARD 1B

Items	Skill	Items Missed N	Items Missed %
7	Phonic Application/Medial Vowel (Substitution)	27	47
20	Context Analysis	21	36
27	Organizing (Sequencing)	42	72
28	Predicting/Extending (Convergent Outcomes)	35	60

Four (4) first grade students (4%) were posttested with CARD Test 2. CARD Test 2 corresponds to instructional levels 2^1 and 2^2.

Major Skill Deficiencies: CARD 2

Items	Skill	Items Missed N	Items Missed %
7	Phonic Application/Silent E (CVC-e)	2	50
8	Structural Analysis (Compound Words)	2	50
11	Structural Analysis (Comparatives)	2	50
12	Structural Analysis (Syllabication)	3	75
14	Context Analysis	2	50
20	Context Analysis	2	50
24	Organizing (Sequencing)	2	50
26	Remembering	2	50
30	Predicting/Extending (Convergent Outcomes)	2	50

Seventy-four precent of all first grade students met or exceeded the stated objective of one year's grade equivalent achievement gain.

GRADE TWO

Pretest

One hundred twenty-five (125) students were pretested; 102 (82%) took CARD Test 1A, 21 (17%) took CARD 1B, and 2 (2%) took CARD Test 2.

Major Skill Deficiencies: CARD 1A
(N = 102)

Items	Skill	Items Missed N	Items Missed %
9	Structural Analysis (Inflected Endings)	41	40
10	Structural Analysis (Inflected Endings)	41	40
13	Context Analysis	42	41
14	Context Analysis	55	54
21	Locating Information	41	40

Major Skill Deficiencies: CARD 1B
(N = 21)

4	Phonic Application/Final Consonant (Substitution)	9	43
7	Phonic Application/Medial Vowel (Substitution)	9	43
8	Phonic Application/Medial Vowel (Substitution)	10	48
11	Structural Analysis (Inflected Endings)	10	48
25	Locating Information	9	43
27	Organizing (Sequencing)	18	86

Major Skill Deficiencies: CARD 2
(N = 2)

7	Phonic Application/Silent E (CVC-e)	2	100
12	Structural Analysis (Syllabication)	2	100
24	Organizing (Sequencing)	1	50
25	Remembering	1	50
27	Locating	1	50
28	Locating	1	50

Posttest

One hundred twenty-three (123) students were posttested; 13 (11%) took CARD Test 1A, 64 (52%) took CARD Test 1B, 42 (34%) took CARD Test 2, and 4 (3%) took CARD Test 3.

Items	Skill	Items Missed N	Items Missed %
	Major Skill Deficiencies: CARD 1A (N = 13)		
10	Structural Analysis (Inflected Endings)	11	85
12	Structural Analysis (Contractions)	8	62
13	Context Analysis	6	46
14	Context Analysis	9	69
	Major Skill Deficiencies: CARD 1B (N = 64)		
11	Structural Analysis (Inflected Endings)	29	45
20	Context Analysis	22	34
27	Organizing (Sequencing)	45	70
28	Predicting/Extending (Convergent Outcomes)	22	34
	Major Skill Deficiencies: CARD 2 (N = 42)		
12	Structural Analysis (Syllabication)	15	36
25	Remembering	14	33
29	Predicting/Extending (Convergert Outcomes)	22	52
30	Predicting/Extending (Convergent Outcomes)	22	52
	Major Skill Deficiencies: CARD 3 (N = 4)		
14	Structural Analysis (Syllabication)	1	25
20	Context Analysis	1	25
23	Organizing (Main Idea)	4	100
24	Remembering	1	25
26	Remembering	1	25
27	Locating	1	25
28	Locating	3	75
29	Predicting/Extending (Convergent Outcomes)	1	25

One hundred three (103) second grade students (89%) met or exceeded the objective.

GRADE THREE

Pretest

One hundred forty-one third grade students were pretested; 41 (29%) took CARD Test 1A, 55 (39%) took CARD Test 1B, 27 (19%) took CARD Test 2, and 18 (13%) took CARD Test 3.

Items	Skill	Items Missed N	Items Missed %
	Major Skill Deficiencies: CARD 1A (N = 41)		
5	Phonic Application/Initial Consonant (Substitution)	16	39
12	Structural Analysis (Contractions)	19	46
13	Context Analysis	16	39
14	Context Analysis	22	54
19	Context Analysis	16	39
21	Locating Information	17	41
22	Remembering	26	63
	Major Skill Deficiencies: CARD 1B (N = 55)		
5	Phonic Application/Final Consonant (Substitution)	20	36
7	Phonic Application/Medial Vowel (Substitution)	20	36
11	Structural Analysis (Inflected Endings)	20	36
20	Context Analysis	21	38
27	Organizing (Sequencing)	29	53
28	Predicting/Extending (Convergent Outcomes)	23	42
	Major Skill Deficiencies: CARD 2 (N = 27)		
5	Phonic Application/Medial Vowel (Substitution)	11	41
8	Structural Analysis (Compound Words)	12	22
24	Organizing (Sequencing)	10	18
25	Remembering	11	41
27	Locating	11	41
28	Locating	10	18
29	Predicting/Extending (Convergent Outcomes)	11	41
	Major Skill Deficiencies: CARD 3 (N = 18)		
14	Structural Analysis (syllabication)	9	50
23	Organizing (Main Idea)	7	39
30	Predicting/Extending (Convergent Outcomes)	6	33

Posttest

One hundred twenty-eight (128) students were posttested; 10 (8%) took CARD Test 1A, 18 (14%) took CARD Test 1B, 16 (13%) took CARD Test 2, 60 (47%) took CARD Test 3, and 24 (18%) took CARD Test 4.

Items	Skill	Items Missed N	%
	Major Skill Deficiencies: CARD 1A (N = 10)		
14	Context Analysis	6	60
21	Locating Information	4	40
	Major Skill Deficiencies: CARD 1B (N = 18)		
6	Phonic Application/Medial Vowel (Substitution)	6	33
7	Phonic Application/Medial Vowel (Substitution)	8	44
11	Structural Analysis (Inflected Endings)	6	33
19	Context Analysis	6	33
22	Context Analysis	6	33
26	Remembering	6	33
27	Organizing (Sequencing)	6	33
28	Predicting/Extending (Convergent Outcomes)	14	77
	Major Skill Deficiencies: CARD 2 (N = 16)		
5	Phonic Application/Medial Vowel (Substitution)	10	63
7	Phonic Application/Silent E (CVC-e)	6	38
12	Structural Analysis (Syllabication)	10	63
14	Context Analysis	6	38
24	Organizing (Sequencing)	6	38
25	Remembering	6	38
29	Predicting/Extending (Convergent Outcomes)	6	38
	Major Skill Deficiencies: CARD 3 (N = 60)		
2	Phonic Application/Medial Vowel (Substitution)	14	23
3	Phonic Application/Medial Vowel (Substitution)	14	23
14	Structural Analysis (Syllabication)	20	33
23	Organizing (Main Idea)	36	60
24	Remembering	30	50
25	Predicting/Extending (Convergent Outcomes)	28	47
27	Locating	22	37
28	Locating	18	30
	Major Skill Deficiencies: CARD 4 (N = 24)		
2	Context Analysis	8	33
9	Structural Analysis (Syllabication)	16	66
13	Organizing (Main Idea)	8	33
16	Remembering	12	50
18	Locating	12	50
20	Organizing (Sequencing)	10	42
23	Organizing (Sequencing)	8	33

One hundred ten (110) or 85% of the third grade students met or exceeded the objective.

GRADE FOUR

Pretest

One hundred eight (108) fourth grade students were pretested; 15 (14%) took CARD Test 1A, 40 (37%) took CARD Test 1B, 42 (39%) took CARD Test 2, 11 (10%) took CARD Test 3.

Items	Skill	Items Missed N	Items Missed %
	Major Skill Deficiencies: CARD 1A (N = 15)		
9	Structural Analysis (Inflected Endings)	9	60
10	Structural Analysis (Inflected Endings)	8	53
12	Structural Analysis (Contractions)	5	33
14	Context Analysis	7	47
15	Context Analysis	6	40
20	Context Analysis	6	40
21	Locating Information	8	53
	Major Skill Deficiencies: CARD 1B (N = 40)		
4	Phonic Application/Final Consonant (Substitution)	20	50
5	Phonic Application/Final Consonant (Substitution)	19	48
6	Phonic Application/Medial Vowel (Substitution)	17	43
8	Phonic Application/Medial Vowel (Substitution)	14	35
11	Structural Analysis (Inflected Endings)	19	48
20	Context Analysis	15	38
25	Locating Information	19	48
27	Organizing (Sequencing)	29	73
28	Predicting/Extending (Convergent Outcomes)	16	40
	Major Skill Deficiencies: CARD 2 (N = 42)		
5	Phonic Application/Medial Vowel (Substitution)	21	50
7	Phonic Application/Silent E (CVC-e)	21	50
8	Structural Analysis (Compound Words)	15	36
11	Structural Analysis (Comparatives)	14	33
12	Structural Analysis (Syllabication)	15	36
24	Organizing (Sequencing)	23	55
25	Remembering	14	33
27	Locating	15	36
28	Locating	14	33
29	Predicting/Extending (Convergent Outcomes)	26	62
	Major Skill Deficiencies: CARD 3 (N = 11)		
3	Phonic Application/Medial Vowel (Substitution)	5	45
24	Remembering	5	45
27	Locating	6	55
30	Predicting/Extending (Convergent Outcomes)	6	55

Posttest

Ninety-six (96) fourth grade students were posttested; 2 (2%) took Card Test 1A, 32 (33%) took Card Test 1B, 26 (27%) took Card Test 2, 24 (25%) took Card Test 3, and 12 (13%) took Card Test 4.

Items	Skill	Items Missed N	Items Missed %
	Major Skill Deficiencies: CARD 1A (N = 2)		
9	Structural Analysis (Inflected Endings)	2	100
	Major Skill Deficiencies: CARD 1B (N = 32)		
10	Phonic Application/Medial Vowel (Substitution)	10	31
11	Structural Analysis (Inflected Endings)	10	31
25	Locating Information	22	69
26	Remembering	12	38
27	Organizing (Sequencing)	14	44
28	Predicting/Extending (Convergent Outcomes)	16	50
	Major Skill Deficiencies: CARD 2 (N = 26)		
5	Phonic Application/Medial Vowel (Substitution)	14	54
7	Phonic Application/Silent E (CVC-e)	8	31
20	Context Analysis	10	38
28	Locating	14	54
29	Predicting/Extending (Convergent Outcomes)	20	77
	Major Skill Deficiencies: CARD 3 (N = 24)		
3	Phonic Application/Medial Vowel (Substitution)	8	40
14	Structural Analysis (Syllabication)	12	60
21	Context Analysis	8	40
23	Organizing (Main Idea)	10	50
24	Remembering	8	40
25	Predicting/Extending (Convergent Outcomes)	10	50
27	Locating	8	40
30	Predicting/Extending (Convergent Outcomes)	16	80
	Major Skill Deficiencies: CARD 4 (N = 12)		
10	Structural Analysis (Syllabication)	6	50
16	Remembering	8	66
20	Organizing (Sequencing)	10	83
23	Organizing (Sequencing)	8	66

Seventy-six percent of the fourth grade students met or exceeded the objective.

GRADE FIVE

Pretest

Forty-eight (48) fifth grade students were pretested; 2 (4%) took CARD Test 1A, 9 (19%) took CARD Test 1B, 17 (35%) took CARD Test 2, and 20 (42%) took CARD Test 3. These fifth grade students were all achieving two or more grade levels below actual grade placement.

Items	Items	Items Missed N	Items Missed %
	Major Skill Deficiencies: CARD 1A (N = 2)		
9	Structural Analysis (Inflected Endings)	1	50
10	Structural Analysis (Inflected Endings)	2	100
11	Structural Analysis (Contractions)	1	50
13	Context Analysis	1	50
14	Context Analysis	1	50
22	Remembering	1	50
	Major Skill Deficiencies: CARD 1B (N = 9)		
5	Phonic Application/Final Consonant (Substitution)	5	55
8	Phonic Application/Medial Vowel (Substitution)	6	66
20	Context Analysis	5	55
25	Locating Information	5	55
27	Organizing (Sequencing)	6	66
28	Predicting/Extending (Convergent Outcomes)	4	44
	Major Skill Deficiencies: CARD 2 (N = 17)		
5	Phonic Application/Medial Vowel (Substitution)	8	47
8	Structural Analysis (Compound Words)	14	82
13	Structural Analysis (Syllabication)	6	35
24	Organizing (Sequencing)	10	59
25	Remembering	7	41
29	Predicting/Extending (Convergent Outcomes)	10	59
	Major Skill Deficiencies: CARD 3 (N = 20)		
2	Phonic Application/Medial Vowel (Substitution)	14	70
3	Phonic Application/Medial Vowel (Substitution)	12	60
23	Organizing (Main Idea)	9	45
24	Remembering	11	55
30	Predicting/Extending (Convergent Outcomes)	12	60

Posttest

Thirty-two (32) fifth grade students were posttested; 2 (6%) took CARD Test 2, and 30 (94%) took CARD Test 4.

Items	Skill	Items Missed N	Items Missed %
	Major Skill Deficiencies: CARD 2 (N = 2)		
7	Phonic Application/Silent E (CVC-e)	1	50
13	Structural Analysis (Syllabication)	1	50
	Major Skill Deficiencies: CARD 4 (N = 30)		
9	Structural Analysis (Syllabication)	14	47
10	Structural Analysis (Syllabication)	18	60
16	Remembering	16	53
18	Locating	18	60
19	Predicting/Extending (Convergent Outcomes)	14	47
20	Organizing (Sequencing)	20	67
21	Locating	10	33
22	Predicting/Extending (Convergent Outcomes)	10	33
23	Organizing (Sequencing)	20	67

Thirty (94%) of 32 fifth grade students met or exceeded the objective.

COMPOSITE SUMMARY

- 62 (74%) of 84 first grade students met or exceeded the objective.
- 103 (89%) of 123 second grade students met or exceeded the objective.
- 110 (85%) of 128 third grade students met or exceeded the objective.
- 73 (76%) of 96 fourth grade students met or exceeded the objective.
- 30 (94%) of 32 fifth grade students met or exceeded the objective.
- Pretest grade equivalent mean score for 505 first, second, third, fourth, and fifth grade students was 1.0 as estimated from the students' instructional levels using the following criteria: 92 to 96% word recognition mastery, at least 60% comprehension, and minimum established fluency.
- Posttest grade equivalent mean score for 463 first, second, third, fourth, and fifth grade students was 2.8. This is a mean grade equivalent increase in achievement of 1.8.

The second part of objective one stated that eighty percent of the students would make one month's gain for each month of participation in the program as measured by standardized achievement tests. The participating school districts used different standardized achievement tests; therefore, it was necessary to analyze and present this data separately for the different tests. Also, both pre- and posttest scores were not available for all students; thus, conclusions based on this data should be made with caution. Approximately one-third of the teachers initiated the program for the first time this year and were not able to get it fully operational until the second semester.

Since the most common tests used were the SRA Assessment Survey and the Gates-MacGinitie Reading Test, the evaluators chose those students for which pre- and posttest scores were reported. The results are presented in Table VIII. As indicated in Table VIII, pre- and posttest scores were available on 434 of the 682 target students. The average total grade equivalent gain ranged from .6 by fourth graders to 1.4 by the second graders who took the Gates-MacGinitie Test. The average number of months of participation between pre- and posttesting was 6.0 months. Thus, based on these scores, the target students made an average monthly gain of 1.7 months. Eighty percent, or 347, of all target students demonstrated one month or more gain for each month which they participated in the program. Based on this data, it is concluded that the second part of the objective was satisfactorily achieved.

TABLE VIII

THE GAINS IN READING DEMONSTRATED BY THE TARGET STUDENTS PARTICIPATING IN THE TITLE I, ESEA PILOT PROJECT AS INDICATED BY PRE/POSTTEST SCORES ON THE SRA ASSESSMENT SURVEY AND THE GATES-MacGINITIE READING TEST

1 GRADE	2 TOTAL NO. PARTICIPANTS	3 AVERAGE PRETEST SCORES	4 AVERAGE POSTTEST SCORES	5 AVERAGE TOTAL GAIN	6 TOTAL * AVERAGE MONTHLY GAIN	7 TOTAL NO. MEETING OBJECTIVES
			SRA ASSESSMENT SURVEY - GRADE LEVEL EQUIVALENT			
1	73	1.1	1.8	.7	.11	54
2	79	1.3	2.5	1.2	.20	65
3	50	2.0	2.9	.9	.15	42
4	82	2.5	3.1	.6	.10	65
5	15	3.3	4.4	1.1	.18	12
6	12	3.9	5.0	1.1	.18	10
			GATES-MacGINITIE READING TEST - GRADE LEVEL EQUIVALENT			
2**	24	1.6	3.0	1.4	.23	21
2***	24	1.5	2.8	1.3	.21	19
3**	38	2.1	3.2	1.1	.18	29
3***	37	1.9	3.1	1.2	.20	30
TOTAL	434					347

* Average number of months of participation between pre- and posttesting was six months.

** Vocabulary

*** Comprehension

B. Objective Two

By May 30, 1975, the participating LEA's, with the assistance of the consultants, will have demonstrated effective ongoing program evaluation by applying the AMS model. Evidence that this objective has been achieved will include:

1. The number and percentage of the target students placed and maintained at their proper instructional level.
2. The degree of accuracy which each teacher systematically records each target student's reading errors and implements appropriate instructional activities.
3. Completed pupil record sheets, pupil contracts, and individual records of progress maintained by the teachers and verified by the supervisors, principals, and consultants.

To determine the level of effectiveness achieved in accomplishing objective two, the following evaluation procedures were employed:

1. Self-Evaluation Checksheet

A copy of the checksheet is included in Attachment E. This checksheet was administered to all participating teachers during February, 1975, which was at approximately the midpoint of the school year.

2. Consultant Visits

Each classroom teacher was visited at least twice during the year by one of the project consultants. At the conclusion of these visits, a monitoring report was completed and distributed to the administering district and to the contact person where the visit was conducted.

3. Principal and Supervisor Visits

Each principal in schools where participating teachers were located was urged to perform monthly monitoring visits to determine the extent that the teachers were implementing the procedures.

4. Feedback Questionnaire

A copy of the feedback questionnaire is included in Attachment E. The feedback questionnaire was administered to each participating teacher during May, 1975.

5. Criterion and Standardized Norm-Referenced Test

The CARD Criterion Reading Test developed by ECS, the SRA Assessment Survey, and the Gates-MacGinitie Reading Test were administered to measure the level of gains achieved by the target students. The findings have already been cited under objective one.

The primary focus of objective two was to assess the level of effectiveness achieved in applying ongoing program evaluation to the reading program. Conclusions related to the four evaluation procedures cited above include:

1. The self-evaluation checksheets were effective as a monitoring device. It yielded information concerning the status of the program as perceived by the participating teachers. There were only limited follow-up procedures applied to verify the accuracy of the information provided. The checksheet was probably more valuable as an instructional procedure than it was in yielding evaluative data on which decisions about the program could be made.
2. The consultant visits were one of the most effective procedures used to actually evaluate the level of effectiveness being achieved. Monitoring reports indicated that in most cases the consultants actually performed, or observed the teacher performing, the application of the procedures for continuous diagnosis.

Individual student folders were examined to determine if pupil record sheets and contracts were being maintained. Each teacher was interviewed to identify problems being encountered and progress made.

3. Principal and supervisor visits were a key to the level of effectiveness achieved in this program. The level of effectiveness achieved appeared to be positively related to the level of involvement of the principals and supervisory staff at the district level. Only two districts actually used and recorded the results of these visits as an evaluation procedure. Six of the nine districts had from minimal to excellent involvement while the principal and/or supervisory staff's involvement was not evident in three districts. Those principals and/or supervisors who regularly attended the in-service training activities in Little Rock were those most actively involved in the project in their own school. Although actual records documenting the involvement of principals and supervisors were lacking in all districts, it was not difficult to conclude that this evaluation procedure is the most vital to be used in evaluating the ongoing level of accomplishments being achieved. The coordinators of federal programs were the key to the total operation of the project within the school district.
4. The feedback questionnaires were effective evaluation procedures which, when used with direct observation, verified evaluative data collected.
5. The CARD Criterion-Referenced Reading Test administered as a pre/posttest and as a continuous assessment of progress proved to

be an effective measurement procedure. The effectiveness of these tests as evaluation instruments was dependent upon the teacher's accuracy and consistency in determining each student's highest instructional level in the basal series and maintaining this level as he overcame those skill deficits generated in the weekly diagnosis. It was evident in some data generated by the criterion-referenced tests that some of the teachers either did not have the student properly placed at his instructional level, or they did not administer the proper criterion test corresponding to his placement. These problems may have been due to the inadequacy of the direction given for administering the criterion tests and/or the fact that criterion-referenced testing on a continuous basis during the year is an unfamiliar procedure to teachers who are more familiar with a pre/posttest design using criterion tests. The standardized norm-referenced achievement tests were used to compliment the criterion measures. The SRA Assessment Survey and the Gates-MacGinitie Reading Test proved to be adequate for this purpose.

Based on the analysis of the data generated, it is concluded that an adequate evaluation of the project was achieved. Thus, objective two was satisfactorily achieved as stated in the project proposal.

C. Objective Three

At the end of each month, the supervisors and principals will have demonstrated effective supervision and monitoring procedures in the Title I, ESEA AMS project by:

1. Conducting a minimum of one classroom visit per month to each target classroom and recording the degree of accuracy of placing each target student at his proper instructional level and recording, systematically, the reading errors generated by the students.

2. Conducting a minimum of one group meeting per month with the participating teachers to identify and discuss problems being encountered and alternative procedures to be employed.

Evidence that this objective is being satisfactorily achieved will be completed monitoring reports submitted to the project consultants who will provide written recommendations to any problems presented.

To determine the level of effectiveness, the principals and supervisors implemented a supervision and monitoring system. The consultants collected monitoring reports, interviewed the principals during the on-site visits, and arranged two special meetings for principals and supervisors during the training sessions in Little Rock. As already cited, it was readily evident that the level of involvement of the principals and supervisors was positively correlated with the degree of success achieved by the teachers in implementing the program. It did not appear that the direct involvement of the federal programs coordinator was a critical factor; however, the level of the principal's and supervisor's involvement appeared to be related to the coordinator's involvement in the training sessions and his or her relationship to the principal and/or supervisor in the local district. Thus, the coordinator's role was vital, but in a different sense than the principal's and supervisor's.

A review of the data collected indicated that the number of principals who regularly completed reports of their monitoring visits was limited to two districts. Evidence from on-site visits indicated that the number of visits made was much greater than those recorded on the reports. It is concluded that, based on documented data, the minimum of one classroom visit per month to each target classroom was not achieved at the desired level. This should not be interpreted as a failure on the part of the principals. It was

evident that in the overall effort, the importance of this aspect of the project was not adequately emphasized by the consultants; and the principals from several of the districts were not released to attend the training sessions in Little Rock.

The project strategy included the plan for at least one group meeting to be held monthly at the local school level. Four of the nine districts reported that this part of objective three was achieved. Three reported bimonthly meetings, and one district evidently did not conduct any local meetings. In this case, it may have not been critical, since the participating teachers were located in adjoining rooms in a small school district.

D. Objective Four

By May 30, 1975, ninety percent of the forty-six elementary reading teachers who participate in the AMS Title I, ESEA Cooperative Project will have applied the AMS model to a reading program involving fifteen to thirty target students. Evidence that this objective has been accomplished will be indicated by eighty percent level of accuracy in:

1. Placing each target student at his proper instructional level.
2. Recording, systematically, the reading errors generated by the target students.
3. Matching the errors generated with the appropriate performance objectives.
4. Completing weekly pupil contracts.
5. Performing continuous diagnosis.

To determine the number and percent of the teachers who successfully applied the prescribed instructional procedures to fifteen to thirty students, the consultants utilized the results of on-site visits, classroom monitoring by principals and supervisors, and each teacher's response on a feedback questionnaire. An analysis of this data resulted in the following conclusions:

1. Placing Each Target Student at His Proper Instructional Level

Evidence collected indicated that forty of the forty-six teachers were able to determine the appropriate instructional level of their target students. This accounted for ninety-two percent of the target students being placed at their instructional level at some time during the school year. Further analysis indicated that only 52.7 percent of the students were maintained at their highest instructional level for the major portion of the project year. Since determining and maintaining each student at his highest instructional level in terms of word recognition, comprehension, and fluency are basic to the implementation of this model, it was a part of the evaluation design to identify some of the most critical problems encountered by the participating teachers and try to plan appropriate strategies to help them overcome these problems in the implementation process. The following points summarize the conclusions resulting from the evaluation data collected:

a. The training for teachers new to the model should be presented in segments with time and supportive help between sessions to allow them to apply the procedures learned. It was found that the scope of content in the training sessions was too broad to encourage the necessary step-by-step implementation procedures. Some teachers hurriedly proceeded to organize and code materials before they mastered the procedures for performing diagnosis and recording errors generated.

b. Some teachers were reluctant to use the weekly reading for diagnosis for moving the student along in the basal series.

They had traditionally depended upon the basal series teacher's guide which stresses that the mastery of all skills in the workbooks and/or skill sheets which accompany the text are of utmost importance to success in reading. Those teachers who continued to adhere to this philosophy were unable to effectively utilize the weekly reading for diagnosis. The two main purposes for conducting the reading for diagnosis weekly are to: (1) identify each student's highest instructional level in the basal series and (2) generate reading errors which would indicate specific skill deficits on which directed teaching and independent skill practice could be focused. The weekly reading for diagnosis is a futile exercise unless it is used to accomplish these two purposes. In other words, it was found that if this model were to be effectively implemented, "reading" must be regarded as the student's ability to apply word recognition skills, comprehend what he reads, and meet acceptable levels of fluency, and not be all-inclusive as it relates to the skill materials which accompany the basal series. Teachers found that some of the skill materials were at least one grade level more difficult than the reading in the basal series. The findings in this year's project activities indicated that the skill materials are broader in scope than reading and should be considered separately in the instructional schedule. Treatment of this issue must be more thoroughly stressed in the training of teachers to apply the system.

2. Recording, Systematically, the Reading Errors Generated by the Target Students

This was the second major procedural task which was involved in the implementation of the model. Evaluative evidence indicated that this was a difficult task for teachers to master. Some of the difficulty appeared to be due to the burden of precise recordkeeping which has not generally been a part of their training in teaching reading. Another problem related to the development of a simple checksheet to use (see copy in Attachment F). The consultants and teachers made changes in the checksheet to make it more practical and usable. These changes caused some confusion; however, the problems were solved before the end of the project year. According to data collected, the checksheets were regularly used by approximately eighty percent of the teachers with approximately fifty-five percent of the target students.

3. Matching the Errors Generated with the Appropriate Performance Objectives

This was found to be one of the most critical points in the instructional process. At least fifty percent of the teachers had great difficulty in performing this task. This task requires that the teacher have extensive knowledge of specific reading skills which would enable them to readily recognize the relationship between the error generated and the specific skill needs. Again, there was evidence that the teachers recognized the need for improving their skills in performing this task; and as the year progressed, they became more skilled.

4. Completing Weekly Pupil Contracts

A copy of the pupil contract is included in Attachment G. Forty of the forty-six teachers indicated that they used the contracts to some extent during the year. Twenty-five used these regularly.

5. Performing Continuous Diagnosis

The task of performing continuous diagnosis weekly was the means of monitoring the progress of the individual student. The problems identified have already been cited under item one above.

Based on evaluation data collected, it is concluded that objective four was not achieved as specified. Fifty-five percent of the teachers satisfactorily applied the model rather than the ninety percent as stated in the objective.

E. Objective Five

After participating in the AMS Title I, ESEA Cooperative Project, the forty-six elementary teachers and their immediate supervisors will respond positively to the AMS model being applied in the classroom as measured by a semantic differential instrument constructed by the project consultants. The expected level of positive response will be a mean of at least 3.5 on a five-point scale.

The level of positive response to the project was determined by administering a feedback questionnaire during May, 1975. The participants were asked to indicate how they felt about various aspects of the project by circling a number which most closely corresponded to their feelings. The key used was 1--very negatively, 2--negatively, 3--so-so, 4--positively, 5--very positively. A summary of their responses is as follows:

Aspect of Project	Mean Rating
Number Responding: 42	
1. In-service sessions in Little Rock:	
. Overall	3.7
. Length of sessions	3.8
. Content included	3.0
. Activities included for participants	4.0
. Number of sessions	3.9
. Help provided by consultants	4.4
. Ideas gained from other participants	4.8
. Facilities and motel accommodations	4.4
2. The AMS Reading Program:	
. Overall	3.9
. Determining each student's instructional level	3.6
. Recording errors generated at instructional level	3.8
. Using individual contracts	3.5
. Performing direct teaching activities	4.1
. Providing independent skill practice	4.3
. Conducting weekly diagnosis	4.1
. Maintaining each student at his/her instructional level	4.7
. I want to continue the AMS procedures	4.0
. I would like to participate in the project during 1975-76	4.1

As indicated, the mean ratings on each aspect of the project exceeded the expected mean response of 3.5. Therefore, objective five was satisfactorily achieved.

The participants were also asked to include comments about any aspect of the program. Excerpts from these are as follows:

Regular classroom teachers do not have enough time to implement the program.

The recordkeeping should be minimized to make it manageable.

Teachers need time to identify, develop, and code materials for their support system.

The first workshops should be at least one week in length.

Teachers need more contact with other teachers who are implementing the program (informal rap sessions, etc.).

Too much information was given at each session. We could have digested the material much better if we had more sessions and were given fewer steps at a time.

The recordkeeping is detrimental to my enthusiasm for teaching. It must be simplified. We kept the project records in addition to our own records. That's too much.

I didn't like to spend so much time away from my students.

I would like to continue in the program and feel strongly that it is a very thorough method of teaching reading. The management and record-keeping system is actually what most teachers are striving for, but few are able to accomplish it without help.

I was very proud of the progress of all the target students. Several students made more than one year's gain, but one student evolved from the point of requiring constant encouragement when doing a simple task to the point of reading a story independently and completing the work on his contract. For him, this was a monumental gain.

The AMS system has been helpful to me as a reading teacher mainly in two ways: (1) it has helped in the organization of materials so they are readily available when needed, and (2) it has helped me to manage my time for instructional activity.

These individual contracts generated a lot of interest. The pupils were eager to see what they were to do each day. We used these contracts with all the students in the reading program.

The more I perform a diagnosis, the easier it becomes for me to place a child at his proper instructional level; and it makes teaching easier.

One of my students, who I thought was the lowest, slowest one in the group, was really helped by the program. He completed 1^2 level, even though the rest of the class, who were much faster, only finished 1^1 level. This helped work habits, attitude, ability to use word attack skill, and even comprehension.

VII. CONCLUSIONS AND RECOMMENDATIONS

Based on the evaluative data collected, it is concluded that this project was a successful effort to demonstrate a reading program which is effective in improving reading skills. It also has those necessary elements to insure accountability at the classroom level. The following points should be considered as the program is continued:

- The model is now ready for replication in other districts. These demonstration districts should be involved in assisting adopting districts in initiating the program.
- More responsibility for follow-up and implementation should be assumed by local staff including the principal.
- Teachers involved in implementing this program should not be expected to keep all of the records they have been keeping plus those designed for this program.

ATTACHMENT A

EVALUATION DESIGN

EVALUATION PLAN

TITLE I, ESEA, AMS PROJECT
1974-75

VES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
rcent of the 1,500 emonstrate achieve- as indicated by the				
ne grade level in the es as measured by nistration of the :				
ins made in basal	Book and page number of initial and final placement in basal reader: . 92-96 percent word recognition . 60-70 percent comprehension . Meets or exceeds minimum rate for the basal reader level	The book and page where student was initially placed at his instructional level will be recorded on the pupil record form.	When initial placement was made in basal reader	Project teacher
		The book and page which the student completed at the end of the year, will be recorded on the pupil record form.	May, 1975	Project teacher
s made on the erenced Reading	Appropriate level of Criterion Reading Test: Test 1A	If instructional level is PP1, PP2, or PP3, administer CRR 1A as <u>pretest</u>.	Ongoing	Project teacher
		When pupil completes PP3, administer CRR 1A as <u>post-test</u>.	Ongoing	Project teacher
		When pupil's instructional level becomes P, administer next higher CRR Test (1B) as next pretest. Score completed test.		

EVALUATION PLAN

TITLE I, ESEA, AMS PROJECT
1974-75

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCED
I. By May 30, 1975, 80 percent of the 1,500 target students will demonstrate achievement gains in reading as indicated by the following:		
A. An equivalent to one grade level in the basal reading series as measured by pre- and post-administration of the following measures:		
(1) vocabulary gains made in basal series	Book and page number of initial and final placement in basal reader: . 92-96 percent word recognition . 60-70 percent comprehension . Meets or exceeds minimum rate for the basal reader level	The book and page where stu initially placed at his ins level will be recorded on t record form. The book and page which the completed at the end of the will be recorded on the pup form.
(2) pre/post-gains made on the Criterion-Referenced Reading Test	Appropriate level of Criterion Reading Test: Test 1A	If instructional level is P or PP3, administer CRR 1A a When pupil completes PP3, a CRR 1A as post-test. When pupil's instructional becomes P, administer next Test (1B) as next pretest. Score completed test.

	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
		Record items missed on pupil record form.*		
	Test 1B	If instructional level is P - 1^2, administer CRR 1B as pretest.	Ongoing	Project teacher
		When pupil completes 1^2, administer CRR 1B as post-test.		
		When pupil's instructional level becomes 2^1, administer next higher CRR Test (Test 2) as next pretest.		
		Score completed test.		
		Record items missed on pupil record form.		
	Test 2	If instructional level is 2^1 - 2^2, administer CRR 2 as pretest.	Ongoing	Project teacher
		When pupil completes 2^2, administer CRR 2 as post-test.		
		When pupil's instructional level becomes 3^1, administer next higher CRR Test (Test 3) as next pretest.		

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* Each test item is matched to a performance objective which identifies specific skill need in reading.

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDUR
I. Contd.		Record items missed on pupil r form.*
	Test 1B	If instructional level is P - 1 administer CRR 1B as pretest.
		When pupil completes 1^2, admin CRR 1B as post-test.
		When pupil's instructional lev becomes 2^1, administer next hig Test (Test 2) as next pretest.
		Score completed test.
		Record items missed on pupil r form.
	Test 2	If instructional level is 2^1 - administer CRR 2 as pretest.
		When pupil completes 2^2, admin CRR 2 as post-test.
		When pupil's instructional lev becomes 3^1, administer next hig Test (Test 3) as next pretest.

* Each test item is matched to formance objective which iden specific skill need in readin

JECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
	Test 2 Contd.	Score completed test. Record items missed on pupil record form.		
	Test 3	If instructional level is 3^1-3^2, administer CRR 3 as pretest. When pupil completes 3^2, administer CRR 3 as posttest. When pupil's instructional level becomes 4^1, administer next CRR Test (Test 4). Score completed test. Record items missed on pupil record form.	Ongoing	Project teacher
	Test 4	If instructional level is 4^1-4^2 administer CRR 4 as pretest. When pupil completes 4^2, administer CRR 4 as posttest. When pupil's instructional level becomes 5^1, administer next CRR test (Test 5) as next pretest. Score completed test. Record items missed on pupil record form.	Ongoing	Project teacher

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES
	Test 2 Contd.	Score completed test. Record items missed on pupil re form.
	Test 3	If instructional level is 3^1-3^2 minister CRR 3 as pretest. When pupil completes 3^2, admini CRR 3 as posttest. When pupil's instructional leve comes 4^1, administer next CRR T (Test 4). Score completed test. Record items missed on pupil rec form.
	Test 4	If instructional level is 4^1-4^2 minister CRR 4 as pretest. When pupil completes 4^2, admini CRR 4 as posttest. When pupil's instructional leve comes 5^1, administer next CRR te (Test 5) as next pretest. Score completed test. Record items missed on pupil rec form.

TIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
	Test 5	If instructional level is 5^1-5^2, administer CRR 5 as <u>pretest</u>.	Ongoing	Project teacher
		When pupil completes 5^2, administer CRR 5 as <u>posttest</u>.		
		When pupil's instructional level becomes 6^1, administer next CRR test (Test 6).		
		Score completed test.		
		Record items <u>missed</u> on pupil record form.		
	Test 6	If instructional level is 6^1-6^2, administer CRR 6 as <u>pretest</u>.	Ongoing	Project teacher
		When pupil completes 6^2, administer CRR 6 as <u>posttest</u>.		
		Score completed test.		
		Record items <u>missed</u> on pupil record form.		
gain for each month as measured by pre/ nt Survey.	Reading subtest(s) SRA Assessment Survey	Complete roster of target students on data form provided by ECS.	December 15, 1974	Project teacher
		Record birthdate, sex, race, and grade in school for each target student on roster.	"	"
		Record pretest reading scores for each target student from SRA printout.	April, 1975	Project teacher

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURE
	Test 5	If instructional level is 5^1-5 minister CRR 5 as pretest.
		When pupil completes 5^2, admi CRR 5 as posttest.
		When pupil's instructional le comes 6^1, administer next CRR (Test 6).
		Score completed test.
		Record items missed on pupil form.
	Test 6	If instructional level is 6^1- minister CRR 6 as pretest.
		When pupil completes 6^2, admi CRR 6 as posttest.
		Score completed test.
		Record items missed on pupil form.
B. One month's mean gain for each month of participation as measured by pre/post-SRA Assessment Survey.	Reading subtest(s) SRA Assessment Survey	Complete roster of target stu data form provided by ECS.
		Record birthdate, sex, race, in school for each target stu roster.
		Record pretest reading scores target student from SRA print

ECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
		Administer SRA Reading posttest.	April, 1975	Project teacher
, the participating LEA's ance of the consultants, strated effective on- valuation by applying the dence that this objective ed will include:	Criteria for instructional level will be 92-96 percent word recognition, 60-70 percent comprehension, and meets or exceeds minimum rate for the basal reader level.	Record SRA reading scores for each target student	June 1, 1975	"
		Principals, supervisors, and consultants will randomly select two students during each visit and perform a diagnosis to determine if the pupil is accurately placed.	During each monitoring visit	Principals Supervisors Consultants
and percentage of the ents placed and main- heir proper instruc- .	Teacher level of accuracy will be 90 percent or better.	Each item on the monitoring checklist will be completed.		
		Data will be analyzed.		"
of accuracy which each tematically records each ent's reading errors and appropriate instruc- vities.				
his objective has been e the completed pupil pupil contracts, and rds of progress main- eachers and verified rs, principals, and				

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PR
II. By May 30, 1975, the participating LEA's with the assistance of the consultants, will have demonstrated effective on-going program evaluation by applying the AMS model. Evidence that this objective has been achieved will include: A. The number and percentage of the target students placed and maintained at their proper instructional level. B. The degree of accuracy which each teacher systematically records each target student's reading errors and implements appropriate instructional activities. Evidence that this objective has been achieved will be the completed pupil record sheets, pupil contracts, and individual records of progress maintained by the teachers and verified by the supervisors, principals, and consultants.	Criteria for instructional level will be 92-96 percent word recognition, 60-70 percent comprehension, and meets or exceeds minimum rate for the basal reader level. Teacher level of accuracy will be 90 percent or better.	Administer SRA Reading Record SRA reading scor target student Principals, supervisors tants will randomly sel dents during each visit a diagnosis to determin pupil is accurately pla Each item on the monito will be completed. Data will be analyzed.

CTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
month, the supervisors l have demonstrated ef- n and monitoring pro- le I, ESEA AMS Project		Supervisors and/or principals will conduct one classroom visit per month. Two pupils will be randomly selected to determine if proper placement at instructional level is being maintained.	Monthly	Supervisors Principals
inimum of one class- month to each target recording the degree placing each target proper instructional rding, systematically, rors generated by the s.	One visit per month.	A monitoring checklist will be completed and submitted to the consultant. One group meeting will be scheduled per month.	Monitoring reports and summaries will be submitted within 15 days following monthly visit and meeting.	
inimum of one group nth with the partici- s to identify and ms being encountered e procedures to be	One visit per month.	A written summary of major points discussed, problems being encountered, etc., will be completed and submitted to consultant.		
objective is being ieved will be com- reports submitted sultants who will commendations to nted.		Upon receipt of the completed monitoring form and summary of meeting, the consultant will respond with recommendations on any questions or problems.		Supervisors Principals Consultants

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES
III. At the end of each month, the supervisors and principals will have demonstrated effective supervision and monitoring procedures in the Title I, ESEA AMS Project by:		Supervisors and/or principals wi conduct one classroom visit per
A. Conducting a minimum of one classroom visit per month to each target classroom and recording the degree of accuracy of placing each target student at his proper instructional level and recording, systematically, the reading errors generated by the target students.	One visit per month.	Two pupils will be randomly sele to determine if proper placement instructional level is being mai tained.
		A monitoring checklist will be c leted and submitted to the consu
		One group meeting will be schedu per month.
B. Conducting a minimum of one group meeting per month with the participating teachers to identify and discuss problems being encountered and alternative procedures to be employed.	One visit per month.	A written summary of major point cussed, problems being encounter etc., will be completed and subm to consultant.
Evidence that this objective is being satisfactorily achieved will be completed monitoring reports submitted to the project consultants who will provide written recommendations to any problems presented.		Upon receipt of the completed mo toring form and summary of meeti the consultant will respond with ommendations on any questions o problems.

IVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
0 percent of the 49 teachers who partici-tle I, ESEA Coopera-nave applied the AMS program involving nts. Evidence that been accomplished by 90 percent level rget student at his tional level. tematically, the generated by the . rors generated with performance objec- ly pupil contracts. tinuous diagnosis.	90 percent	Each teacher will complete a self-evaluation checklist. A random selection of two students per target classroom will be selected to determine the level of accuracy being maintained. The consultants will analyze each selected students' record and monitoring reports for rating level of accuracy. The consultants will perform the following during their final on-site visit: . Observe teacher performing at least one continuous diagnosis and recording errors on pupil check sheet. . Observe teacher performing at least one directed teaching exercise with students having common skill needs. . Observe at least two students following contracts in performing independent practice on skills related to errors on their check sheet. . Perform a continuous diagnosis on at least two target students selected at random. Examine these students' previous check sheets and contracts.	May, 1975	Consultants

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES
IV. By May 30, 1975, 90 percent of the 49 elementary reading teachers who participate in the AMS Title I, ESEA Cooperative Project will have applied the AMS model to a reading program involving 15-30 target students. Evidence that this objective has been accomplished will be indicated by 90 percent level of accuracy in: A. Placing each target student at his proper instructional level. B. Recording, systematically, the reading errors generated by the target students. C. Matching the errors generated with the appropriate performance objectives. D. Completing weekly pupil contracts. E. Performing continuous diagnosis.	90 percent	Each teacher will complete a sel evaluation checklist. A random selection of two studer per target classroom will be sel to determine the level of accura being maintained. The consultants will analyze eac selected students' record and mo toring reports for rating level accuracy. The consultants will perform the lowing during their final on-sit . Observe teacher performing at one continuous diagnosis and r errors on pupil check sheet. . Observe teacher performing at one directed teaching exercise students having common skill n . Observe at least two students ing contracts in performing independent practice on skills related to errors on their che . Perform a continuous diagnosis at least two target students s at random. Examine these stud previous check sheets and cont

IVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES	DATE PLANNED	PERSON RESPONSIBLE
in the AMS Title I, oject, the 49 ele- their immediate spond positively to applied in the class- a semantic differ- onstructed by the . The expected level e will be a mean of ive-point scale.	3.5 on a 5.0 scale	Consultants will complete an instrument to be administered to teachers, principals and supervisors.	March 1, 1975	Consultants
		Appropriate number of copies of instrument will be distributed to each school.	March 15, 1975	Consultants
		Instruments will be completed by each staff member.	April 1, 1975	Staff
		Completed instruments will be scored, summarized and analyzed to determine if objective was achieved.	May 30, 1975	Consultants

OBJECTIVES	MEASURING CRITERIA	DATA COLLECTION PROCEDURES
V. After participating in the AMS Title I, ESEA Cooperative Project, the 49 elementary teachers and their immediate supervisors will respond positively to the AMS model being applied in the classroom as measured by a semantic differential instrument constructed by the project consultants. The expected level of positive response will be a mean of at least 3.5 on a five-point scale.	3.5 on a 5.0 scale	Consultants will complete an in ment to be administered to teac principals and supervisors. Appropriate number of copies of strument will be distributed to school. Instruments will be completed b staff member. Completed instruments will be s summarized and analyzed to dete if objective was achieved.

ATTACHMENT B

LIST OF SKILLS IN SUPPORT SYSTEM

PART I

READING SUPPORT SYSTEM

Reading Skills

Left-to-Right Directionality

Visual Discrimination

Visual Memory

Letter Names and Knowledge

Auditory Discrimination

Sound-to-Symbol Knowledge

Blending (Consonant and Vowel Substitution)

Controlled Phonic Application

Context Analysis (Closure)

Reading Vocabulary Development

Structured Analysis Skills

Oral Reading for Diagnosis

Predicting Outcomes and Extending Ideas

Locating Information

Remembering and Following Directions

Organizing

Evaluating Critically

ATTACHMENT C

PROCESS AND PRODUCT EVALUATION DATA FORMS

MONITORING CHECKSHEET
PROCEDURAL STEPS FOR IMPLEMENTING A DIAGNOSTIC READING PROGRAM

PERSON REPORTING _____ DATE _____

TEACHER _____ SCHOOL _____ GRADE LEVEL(S) _____

NO. OF PUPILS OBSERVED _____

RATING: 0 -- Not at all 1 -- Limited application 2 -- Satisfactory application

08 PROCEDURAL STEPS	Check (✓) Either OBSERVED	NOT OBSERVED	Circle RATING	COMMENTS
1. Administer IRI for initial placement			0 1 2	
2. Record errors on checksheet			0 1 2	
3. Complete weekly contract			0 1 2	
4. Teacher-directed activities to teach skill			0 1 2	
5. Independent skill practice			0 1 2	
6. Monitor skill practice			0 1 2	
7. Pupil reads orally from basal series at least once per week at his instructional level			0 1 2	
8. Pupil generates 4 to 8 reading errors (continuous diagnosis)			0 1 2	
9. Steps 2 through 8 being repeated with the pupils			0 1 2	
10. Coding materials for Instructional Support System			0 1 2	

AMS PILOT READING PROJECT -- 1974-75

_____ SCHOOL _____ TEACHER _____ DATE _____

R S ED	SEX	RACE	AGE	GRADE	INITIAL PLACEMENT LEVEL Series _____						EXIT PLACEMENT LEVEL Series _____						STANDARDIZED TEST DATA Test Used _____						81
																	PRETEST Date _____ Grade Level _____			POSTTEST Date _____ Grade Level _____			
					Date	Book Level	Page	WR %	Comp %	Rate WPM	Date	Book Level	Page	WR %	Comp %	Rate WPM	Voc.	Comp.	Total Reading	Voc.	Comp.	Total Reading	

AMS PILOT READING PROJECT -- 1974-75

DISTRICT _____ SCHOOL _____ TEACHER _____

STUDENT'S NAME	NUMBER MONTHS ENROLLED	SEX	RACE	AGE	GRADE	INITIAL PLACEMENT LEVEL Series _____						EXIT PLACEMENT LEVEL Series _____					
						Date	Book Level	Page	WR %	Comp %	Rate WPM	Date	Book Level	Page	WR %	Comp %	Rate WPM

ATTACHMENT D

LIST OF SKILL ELEMENTS FOR EACH INSTRUCTIONAL LEVEL

CARD TEST (FORM A)
LIST OF SKILLS AND NUMBER OF TEST ITEMS AT EACH LEVEL

	AA	BB	CC	1A	1B	2	3	4	5	6
READING READINESS										
Visual Discrimination (Shapes)	5									
Visual Discrimination (Letters)	5									
Visual Discrimination (Words)	5									
Visual Memory (Shapes)		5								
Visual Memory (Letters)		5								
Visual Memory (Words)		5								
Auditory Discrimination (Initial Position)			5							
Auditory Discrimination (Final Position)			5							
Auditory Discrimination (Medial Position)			5							
TOTAL	15	15	15							
WORD RECOGNITION										
Phonic Analysis										
Initial Consonant (Sound to Symbol)				4						
Final Consonant (Sound to Symbol)				2						
Initial Consonant Substitution (Phonic Application)				2	2					
Final Consonant Substitution (Phonic Application)					3	1	1			
Medial Vowel Substitution (Phonic Application)					5	5	7			
CVC-e Substitution (Phonic Application)						1	2			
STRUCTURAL ANALYSIS										
Inflected Endings				2	2			1		
Contractions				2	2					
Compound Words				2	2	2		2		
Syllabication						2	2	2	2	1
Affixes							2	1	2	8
Comparatives						2	2			
CONTEXT ANALYSIS				6	6	9	6	6	6	5
Comprehension										
Locating Information				1	1	2	2	3	5	6
Remembering				1	1	2	2	2	4	2
Organizing (Main Idea, Sequencing, etc.)				1	1	2	1	4	3	3
Predicting Outcomes-Extending Ideas				1	1	2	3	4	3	2
DICTIONARY ANALYSIS					2				2	
TOTAL				24	28	30	30	25	27	27

ATTACHMENT E

SELF-EVALUATION CHECKSHEET
FEEDBACK QUESTIONNAIRE

The degree to which I feel competent and am applying the basic procedures are as follows:

Circle the number which describes your level of application for each procedure.

KEY: 0- Not at all 1-limited application 2-satisfactory application

PROCEDURE	*RATING*			*COMMENT*
Administered IRI for initial placement.	*0*	*1*	*2*	
Performing reading for diagnosis at least weekly for each target student.	*0*	*1*	*2*	
Recording reading errors generated each time reading for diagnosis is performed.	*0*	*1*	*2*	
Matching reading errors generated to appropriate support system as outlined in the teacher's guide.	*0*	*1*	*2*	
Completing and using individual contracts with teacher directed activities included prior to independent skill practice.	*0*	*1*	*2*	
Completing and using individual contracts with independent skill practice designed to teach reading skills related to errors generated.	*0*	*1*	*2*	
Constructing, organizing, and coding teacher-made learning materials according to each support system needed for my target students	*0*	*1*	*2*	
Identifying, organizing, and coding published materials according to each support system needed for my target students.	*0*	*1*	*2*	
Administering and recording pre-post criterion-referenced reading tests as each student progresses from one level to another	*0*	*1*	*2*	

If given an opportunity to continue in this project next year I would (check which)

_____ *want to participate*

_____ *not want to participate.*

COMMENTS:

AMS TITLE I PILOT PROJECT

SELF EVALUATION CHECKSHEET

TEACHER _____ DISTRICT _____

SCHOOL _____ DATE _____

Please provide the following information to serve as documentation of your progress in implementing the AMS Reading Program according to the training you have received.

1. Target Students: No. _____ Grade Level(s) _____ Black ____ White ____
2. Date you first participated in pilot project _____
3. Number of minutes of daily instruction provided to target group _____
4. The days when instruction is provided are M TU W TH F (Circle)
5. The time of day my target group meets is from _____ to _____.
6. Number for which initial placement has been accomplished and recorded _____
7. Number for which you are presently recording reading errors generated as continuous diagnosis is performed _____
8. The frequency of reading for diagnosis which you are now performing is _____ (once weekly, twice weekly, etc.)
9. The number for which individual contracts are being completed and used daily _____
10. The number for which you are providing daily teacher directed activities related to skill needs _____
11. The number of students you are presently maintaining at their proper instructional level is _____
12. The approximate number of materials which you have identified, organized, and coded for the support system

(A, B, - Q) _____ No. of Materials

MEMORANDUM

TO: Pilot Teachers DATE: April 28, 1975

FROM: Fay W. Smith
Educators Consulting Services, Inc.

SUBJECT: Evaluation Data for Pilot Project

Your assistance is needed to provide us with the information necessary to complete an end-of-year evaluation report. The following information should help in getting this together. If you have questions, you may confer with one of us as we make our final visit.

1. Complete the attached form including the information for each of your target students.

   a. Initial placement refers to the book level, page, word recognition, comprehension and rate at which you first placed the student at his instructional level.

   b. Exit placement level refers to the book level, page, word recognition, comprehension, and rate at his/her instructional level the last time you performed a diagnosis before completing this form.

   c. Standardized test scores (pre and post) should be recorded in grade level equivalent scores. In case this is impossible, include a note on the bottom of the page indicating if it is percentile, raw score, etc. Be sure to indicate what test was used and dates of testing. If your particular test does not give vocabulary, comprehension, and total reading, record what you have and indicate how it is designated on the test printout. If you already have this test data recorded on another form, just attach it and don't bother to re-copy on this form.

2. Complete the attached feedback questionnaire. Be as specific as you possibly can. Use back of page or extra sheets if the space provided is not adequate.

3. Include a summary of how you involved parents or attach the parent involvement form which was provided to you at one of the meetings.

4. Be sure to administer any final criterion test to students who have completed or have almost completed a book level where the test manual indicates it should be administered. Record the results as you have been recording them and give them to your supervisor to send to us. If you need copies of particular tests, ask your supervisor to find out how many each teacher needs of each level; and we will get them to you immediately.

FWS: bjm

EDUCATORS CONSULTING SERVICES, INC.
P. O. Box 1503
Conway, Arkansas, 72032

DISTRICT _____ SCHOOL _____

TEACHER _____ DATE _____

Please complete the following questions for use in evaluating the effectiveness of the AMS Pilot Reading Project in which you participated during 1974-75. Give your own opinion and don't be timid about being either positive or negative about any aspect of the program.

1. Date you first began participating in the Pilot Project: _____
2. Number of target students you taught: _____
3. Number of minutes of daily instruction in reading provided to target students: _____
4. The days each week the reading instruction was provided to target students: (circle) M TU W TH F
5. Number of target students you were able to accurately place at their instructional level and record the results: _____
6. Number of target students for which you were able to conduct continuous diagnosis during the spring semester of 1975: _____
7. The frequency of reading for diagnosis which you were able to perform during the spring semester: (once weekly, twice weekly, once each month, etc.)
   _____
8. The number of target students for which individual contracts were completed and used daily during the spring semester: _____
9. The approximate number of materials which you have identified, constructed, and coded for the support system. (Show the number for each letter separately.)

Letter	Number of Materials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10. Number of target students to which you administered appropriate criterion reading test: _____

11. Number of target students you were able to maintain at this instructional level during the spring semester: _____

12. On the average, what was the frequency of group meetings involving the pilot teachers in your district? (once monthly, twice, not at all, etc.) _____

13. How many of the in-service training sessions did you attend in Little Rock? (all, missed one, two, etc.) _____

14. Please rate the extent you feel you were able (or unable) to perform each of the major steps in the procedures and add your comments about difficulties, satisfaction, etc. RATING KEY: 1--not at all 5--excellent

Steps in Procedures	Circle Rating
a. Perform diagnosis and accurately place each student at his/her proper instructional level.	1 2 3 4 5
Comment	
b. Record errors generated on an individual checksheet.	1 2 3 4 5
Comment	

c. Match errors generated with appropriate support system -- A, B, C, etc. 1 2 3 4 5

Comment

d. Complete individual contract which was used daily with, or by, the student. 1 2 3 4 5

Comment

e. Provide directed teaching of skills related to errors generated. 1 2 3 4 5

Comment

f. Provide independent skill practice which related directly to teaching skills connected to reading errors generated. 1 2 3 4 5

Comment

g. Perform continuous diagnosis for each student at least once per week. 1 2 3 4 5

Comment

h. Maintain each student at appropriate instructional level during the spring semester. 1 2 3 4 5

Comment

i. Code and organize instructional materials according to the system. 1 2 3 4 5

Comment

15. Please indicate how you feel about the program by circling the number which most closely corresponds to your feeling. Add comments at the bottom about any item.

KEY: 1--very negatively; 2--negatively; 3--so-so; 4--positively; 5--very positively

Circle Rating

a. The in-service sessions held in Little Rock

-- Overall	1	2	3	4	5
-- Length of sessions	1	2	3	4	5
-- Content included	1	2	3	4	5
-- Activities included for participants	1	2	3	4	5
-- Number of sessions	1	2	3	4	5
-- Help provided by the consultants	1	2	3	4	5
-- Ideas gained from other participants	1	2	3	4	5
-- Facilities and motel accommodations	1	2	3	4	5

Comments (positive, negative, or suggestions)

b. The AMS Reading Program

-- Overall	1	2	3	4	5
-- Determining each student's instructional level	1	2	3	4	5
-- Recording reading errors generated at instructional level	1	2	3	4	5
-- Using individual contracts	1	2	3	4	5
-- Performing direct teaching activities	1	2	3	4	5
-- Providing independent skill practice	1	2	3	4	5
-- Conducting weekly diagnosis	1	2	3	4	5

-- Maintaining each student at his/her instructional level 1 2 3 4 5

-- I want to continue the AMS procedures. 1 2 3 4 5

-- I would like to participate in the project during 1975-76. 1 2 3 4 5

Comments (positive, negative, or suggestions)

16. Suggestions for 1975-76. What should be the emphasis for those involved during 1975-76? (Include suggestions for new teachers as well as experienced.)

17. Did you have any students which did especially well that you could share? (describe briefly)

ATTACHMENT F

PUPIL RECORD SHEET

PUPIL RECORD SHEET (WORD RECOGNITION SKILLS, PRIMARY 1 to 3)

PUPIL _____ GRADE _____ SCHOOL _____

TEACHER _____ DISTRICT _____

DATE	PAGES	WR	COMP.	RATE (wpm)	SIGHT ANALYSIS	PHONIC ANALYSIS				STRUCTURAL ANALYSIS	
					Sight Words	Sound to Symbol	Consonants (single, blends, digraphs)	Vowels (single, digraphs, diphthongs)	Phonograms	Roots, Compounds, Contractions	Endings, Affixes, Syllables

Instructional Level ___ ___

96 ___ ___

Book Title _____

Publisher _____

Marking Instructions:

Word told -- ~~cat~~

Omission -- (cats) cat(s)

Substitution -- ~~cat~~ b, cat, dog (cat)

Do not count any identical error more than twice in any one reading selection.

To Record on This Form:

Initial consonants:	*b--, bl--*
Final consonants:	*--b, --lt*
Medial vowels:	*-a-, -ai-*
Endings:	*-ed, -ing*
Sight words:	*was, they*
Sound to symbol:	*B, D, C*
Affixes:	*-est, pre-*
Phonograms:	*-at, bi-*

PREDICTING OUTCOMES/ EXTENDING IDEAS	LOCATING INFORMATION	REMEMBERING/ FOLLOWING DIRECTIONS	ORGANIZING	EVALUATING CRITICALLY
M	N	O	P	Q

TITLE _____

TITLE _____

FLUENCY

ORAL RATE (WPM)											
DATE											
SILENT RATE (WPM)											
DATE											

ATTACHMENT G

PUPIL CONTRACT

PUPIL CONTRACT

NAME _____ WEEK OF _____ TO _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY